DOCUMENT RESUME

ED 447 719 FL 026 499

AUTHOR	Boyd, Rossana Ramirez
TITLE	Attitudes of Teachers of Spanish as a Foreign Language toward Teaching Spanish to Hispanic Students in Urban Schools.
PUB DATE	2000-05-00
NOTE	271p.; Doctoral Dissertation, Louisiana State University.
PUB TYPE	Dissertations/Theses - Doctoral Dissertations (041)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Cultural Background; Cultural Maintenance; Elementary Secondary Education; Ethnic Groups; *Heritage Education; Hispanic American Students; Interviews; *Language Attitudes; *Language Teachers; *Native Speakers; Second Language Instruction; Second Language Learning; Social Science Research; Sociolinguistics; *Spanish; Spanish Speaking; *Teacher Attitudes
IDENTIFIERS	Language Attitude Scale

ABSTRACT

The purpose of this dissertation was to investigate the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic American students--students who often possess oral fluency in Spanish but lack reading and writing skills in Spanish. The research was guided by four questions about the teachers' attitudes toward the use of Spanish, teaching of Spanish as a heritage language to Hispanic students, and the use of English at home and at school in the United States. Data were gathered from 48 teachers and two surveys, the Attitudes of Teachers of Spanish as a Foreign Language Survey and the Language Attitudes of Teachers Scale (LATS). Findings indicated that Spanish heritage courses should be taught separately from Spanish foreign language courses, because the linguistic and cultural needs of Hispanic students differ from those of other students. Participants identified several obstacles to the implementation of heritage programs and felt that more support from school administrators; better motivation of Hispanic students; more teacher training; more material resources for curriculum, assessment, and instructional materials; and more coordination with guidance counselors was necessary to overcome these obstacles. (Contains four appendices and 72 references.) (KFT)

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ED 447 719

ATTITUDES OF TEACHERS OF SPANISH AS A FOREIGN LANGUAGE TOWARD TEACHING SPANISH TO HISPANIC STUDENTS IN URBAN SCHOOLS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor in Philosophy

in

The Department of Curriculum and Instruction

R. Boyd

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by
Rossana Ramirez Boyd
B.S., Universidad Nacional Autonoma de Honduras, Tegucigalpa, 1986
M. Ed., Southeastern Louisiana University, Hammond, 1991
May, 2000

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DEDICATION

I dedicate this dissertation to my sons, Derek Boyd and William Boyd. I hope that you always find opportunities to develop your Spanish heritage language and culture in addition to what my family and I have provided for you throughout the years.

0 3

ACKNOWLEDGMENTS

I would like to express my gratitude to those who helped me and encouraged me to complete this dissertation. I want to thank Dr. Robert Lafayette, my chairperson, for his continuous patience, advice, and support through the years. Also, I am grateful to my committee members for their guidance and suggestions.

I especially want to thank my sister Patricia Ramirez Ayala for her valuable assistance and support during the data collection and writing process of this dissertation. and to my parents Elsa and Ruben Ramirez who taught me the value of education.

Many thanks to my husband William Lessley Boyd and to my children Derek and William for their patience and cooperation throughout the research process. Also, thanks to my mother in law, Toupie Morrison, for her reminders to focus and finish my doctoral degree.

Finally, I would like to thank all central office foreign language coordinators, teachers, principals, and guidance counselors for their contributions to this study and for allowing me to explore the attitudes of teachers toward teaching Spanish to Hispanic students.

PREFACE

I value bilingualism and biliteracy and have witnessed its benefits in my personal and professional lives, but I have observed that Hispanic students in Louisiana have very few opportunities to develop their native language in our schools. Therefore, I became interested to conduct this research study to learn more about the problem and to contribute to the body of knowledge in the research literature. It is my hope that the information gathered from this research study will be used by educators and administrators to design and implement appropriate programs to develop the existing Spanish language competencies of Hispanic students.

Before arriving in the United States 13 years ago, I had worked in bilingual education programs in my native country of Honduras. In these programs English was taught 70% of the instructional time and Spanish instruction was 30% of the time. The curriculum included language arts and content area classes. Students were predominantly Hispanic and their studies began in Kindergarten and ended in the 11th grade. At the end of their last year of school, students were bilingual, biliterate, and bicultural. They earned an U. S. high school diploma and a Honduran diploma.

The curricular materials used in the English instructional portion were imported from U.S. publishing companies such as D.C. Heath, Silver Burdette, Scott Foresman, and Scholastic, Inc. The bilingual models used in Honduras were also imported from the United States which led me to believe that these programs were common in the United States. Now I understand that the program models in Honduras are similar to the partial immersion programs in this country.

In Louisiana, bilingual programs comprise of limited English proficient (LEP) students who are mainly Hispanic, and who receive content area (usually science and social studies) instruction in their native language. Students also receive English as a second language (ESL) instruction until they acquire enough English so they can be transitioned to an all English curriculum in mainstream classrooms. However, these programs are not common in the state.

Other programs in Louisiana are considered bilingual if they have a bilingual paraprofessional who works with the ESL teacher. The paraprofessional offers native language support to LEP students (French, Spanish, Vietnamese) by providing translations, explanations, and descriptions to students. However, the main educational goal of all these programs is for students to succeed in an all English academic environment. This means that their native language either does not continue to be developed formally or is not developed at all. Therefore, it is common to observe students who, as they get older, only possess the oral language skills they acquired at home.

However, most high schools in Louisiana offer Spanish as a foreign language and I was curious to know if Hispanic students were enrolling in those classes to acquire the Spanish literacy skills to develop their language or if Spanish as a heritage language programs were being offered to Hispanic students. I decided to explore the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students.

Answers to my inquiries are in the 6 chapters that follow. They provide the reader with revealing findings. For example, teachers identified several barriers which make difficult the implementation of Spanish as a heritage language programs. Furthermore, they

pointed to a number of services necessary to support such programs yet not always available. They also made suggestions for accommodating Hispanic students in Spanish as a foreign language courses. These are available in most high schools.

Now that I am able to see the whole picture, I can say that if we really want Hispanic students to develop their Spanish language skills we as educators need to provide Hispanic students that opportunity. We would also be providing them a sense of belonging, cultural identity, appreciation for their family heritage, and better opportunities in society. Moreover, their language and culture should be viewed as national resources. I hope this study enriches your perspective.

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ABSTRACT

Many Hispanic students do not have opportunities to develop their native language in efforts to adapt to an all English curriculum at the schools they attend. This is particularly evident among high school Hispanic students who usually possess oral fluency in Spanish but lack reading and writing skills in Spanish.

The purpose of this research was to explore the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students. This research was guided by four questions, What are the attitudes of teachers of Spanish as a foreign language toward 1) the use of Spanish?, 2) teaching Spanish as a heritage language to Hispanic students?, 3) the role of English in the United States?, and 4) the use of English at home and at school in the United States?

The research methodology was qualitative and quantitative in design. Quantitative data was gathered from 48 teachers of Spanish of 3 Louisiana school districts by using the Attitudes of Teachers of Spanish as a Foreign Language Survey and the *Language Attitudes of Teachers Scale* (LATS). Qualitative data was gathered by conducting one group interview and 9 individual interviews. Quantitative data was analyzed using percentages, means, and standard deviations and qualitative data was analyzed based on emerging issues to develop an understanding of the problem.

Findings indicated that Spanish heritage courses should be taught separate from Spanish foreign language courses because of the linguistic and cultural needs of Hispanic students. Participants identified several obstacles to the implementation of heritage programs. They also felt that the barriers they faced can be overcome by a supportive school

administration, motivating Hispanic students to enroll in the courses, training teachers, acquiring financial resources for materials, curriculum, and assessment, working with guidance counselors for proper identification and placement. They provided suggestions for accommodating Hispanic students in foreign language courses. Teachers felt that this would be possible if they are prepared to meet their needs.

CHAPTER 1

INTRODUCTION

Chapter 1 consists of seven sections. The first section is an introduction to the demographics of the Hispanic population in the United States. The second section describes the language programs available in the United States. The third section provides a socio-historical background of Spanish-speaking students in Louisiana. The fourth section describes the statement of the problem which includes a detailed description of Spanish as a foreign language courses offered in Louisiana's high schools. The fifth section provides the four research questions for this study. The sixth section defines the terms used in this study, and the seventh section provides the importance of the study.

1.1 Demographics

A review of recent demographic reports on the number of Hispanics and Hispanic students in the United States points to the increasing challenges Spanish teachers face in the education of Hispanic students to foster their self and cultural identity and the development of their heritage language. The U. S. Census of 1990 reported that 31.8 million people (14%) spoke a language other than English and Spanish was the most common minority language in 39 states and the District of Columbia.

At 17.3 million, the Spanish-speaking population is the largest language minority group in the United States (Information Please Almanac, 1997). Furthermore, the Spanish-speaking population increased from 11.1 million in 1980 to 17.3 million in 1990 and the school age segment of this population grew by 1.2 million at a rate of 41.4%, and 24% represented the school age population who spoke Spanish in this country.

The impact of this population growth is evident. For example in California, during the 1991-1992 school year, there were approximately 5.1 million students enrolled in public schools; of these, 1.8 million students were Chicanos or Latinos and 828,036 students had limited English proficiency. Diversity within the Hispanic student population has increased the challenge of teaching them Spanish when they enroll in those language classes, particularly in secondary and post secondary programs (Macias, 1993).

1.2 Language Programs in the United States

Rennie (1993) believes that all schools must be prepared to meet the challenge of an increasingly diverse student population, including students who are not proficient in English. The effectiveness of various program models for language minority students remains the subject of controversy. Rennie points out that there are main factors to consider in selecting a program model to meet the educational needs of language minority students and they are:

1) District or school demographics. This information is important because while some districts have large populations of students from a single language background, others have several large groups of students representing different home languages. Others have small numbers of students from as many as 100 different language backgrounds enrolled across grade levels and schools.

2) Student characteristics. Some students enter the U.S. with strong academic preparation in their native language. Others arrive with little schooling, interrupted schooling, or no school experience.

3) District or school resources. Districts that have had significant language minority student enrollment may have personnel trained to work with the students while others may be faced with a sudden influx of students of different language backgrounds and may not have qualified teachers and trained personnel to meet their needs. Also, material resources are critical in providing the type of program needed to serve the needs of the students.

The following descriptions of program models help us understand the language programs that are available for language minority students in the U.S. in the field of bilingual education, English as a second language (ESL) and foreign languages (Rennie, 1993).

1.2.1 English as a Second Language (ESL)

These programs are likely to be used where language minority populations represent many language groups. Teachers do not need to be proficient in the home language (s) of their students. These programs usually reflect one of three models:

1) ESL pull-out programs. Where students spend part of the school day in a mainstream classroom, but are pulled-out for a portion of the instructional time to receive ESL instruction. Although a large number of ESL students may have a full time teacher, some teachers become itinerant to work with small groups of students scattered throughout the district.

2) ESL class period programs. These happen usually in middle and high schools where students receive ESL instruction during a regular class period and usually receive course credit.

3) The ESL resource centers. These bring students together from several schools and classes to receive instruction by at least a full time ESL teacher in one location. Teachers

and material resources for the program are concentrated in the same location. When students exit the ESL program, usually after three years, they may return to the school designated in their area of residence.

4) Sheltered English or content-based programs. Instruction is adapted to meet the needs of students who are not proficient in English. In this program language minority students represent different languages and cultural backgrounds. These students are placed with teachers who use English as the medium of instruction for the content area. The focus of instruction is simplified content rather than language.

1.2.2 Bilingual Programs

All bilingual programs use the student's home language, in addition to English. These programs are implemented when there is a large group of students with the same language background. Teachers must be proficient in the native language and English. Within bilingual programs there are several models:

1) Early-exit bilingual programs. These help students acquire the English skills required to succeed in an English-only mainstream classroom. These programs provide initial instruction in the student's native language for reading and for clarification. Instruction in the first language is phased out rapidly with most students mainstreamed by the end of the first or second grade.

3) Late exit programs. Students remain in these programs throughout their elementary grades and continue to receive 40% or more of their instruction in their native language even when they have been classified as fluent English proficient speakers.

4) Two-way bilingual programs. These have language minority students from a single language background in the same classroom with language majority students. There is usually a 50/50 balance between both groups. Instruction is provided in English and in the minority language. The languages are used on alternating days, may alternate morning or afternoon, or they may divide the use of the two languages by academic subject. Both groups of students acquire proficiency in their native and second language. In this program a single teacher who is bilingual teaches both groups or the group may be taught by two teachers one of whom is bilingual.

1.2.3 Foreign Language Immersion Programs

In the field of foreign languages, Met (1993) describes foreign language immersion programs as designed to develop proficiency in two languages. In addition, the goals of immersion programs include developing a high level of proficiency in a foreign language, English language skills, positive attitudes toward those who speak the foreign language and toward their culture, and to gain skills and knowledge in the content areas. Immersion programs require teachers who are elementary certified and have experience in the grade level to be taught. They have near- native proficiency in the target language and have a serious knowledge of the culture.

The content is taught through the medium of the target language. The foreign language is the vehicle for instruction, it is not the subject of instruction. Students participating in these programs are generally English native speakers. There are several models within immersion:

1) Total immersion. In this model all schooling in the initial years is conducted in the foreign language.

2) Partial immersion. Fifty percent (50%) of the school day is conducted in English from the beginning. Reading and language arts are always taught in English.

1.2.4 Heritage Language Programs

Students enrolled in heritage language programs, speak a language other than, or in addition to, English in their homes. The non-English languages spoken by these students are referred to as "heritage," "home," "ancestral," or "native" languages. Educators are aware that the proficiency which these students bring to our schools is a valuable national resource worth preserving. Type H (H for heritage) students who are candidates for heritage language instruction at the middle or high school level will demonstrate the following characteristics:

1) Extremely good oral proficiency in their native or primary language

2) Command of nearly 100% of the phonological rules of a standard dialect of the heritage language

3) Extensive although restricted vocabulary

4) Minor deviations from morphological, syntactic, and discourse rules of a prestige dialect of the heritage language

5) Functional literacy in the heritage language

6) Knowledge and appreciation of the heritage culture (Campbell, 1996).

Most of the heritage language programs available in high schools in the United States are for Spanish as a native language Type H students. These programs are common in New

Mexico, Arizona, Texas, and California where there are large numbers of Type H Spanish-speaking students.

Also, these programs are offered as courses separate from Spanish as a foreign language in order to offer literacy and communicative instructional skills whose purpose is to improve the Spanish proficiency level of the students. However, in most other states of the U.S., heritage language programs are not common. Educators, policy makers, publishing companies, and curriculum developers still have many challenges to contend with as they address the development of instructional heritage language programs for Type H students.

All the language programs described above are important in this research because they provide evidence of the efforts found in the U.S. in order to:

1) Teach English to language minority students who are limited English proficient

2) Maintain the native language of language minority students as they learn English

3) Provide native English proficient students the opportunity to be proficient in a language other than English

4) Provide English native and non-native students alike the opportunity to value other cultures and languages as well as their own.

One example of these programs is Spanish as a heritage language programs that aim to teach Spanish to Hispanic students to develop their existing language competencies. However, these programs are not readily available across the United States. One of the reasons is that in traditional teacher education programs, teachers of Spanish are prepared to teach Spanish as a foreign language to monolingual English speaking students. Their

instructional strategies usually center around basic communication skills, reading, writing and the use of grammar. They face instructional challenges when fluent Spanish speakers, generally Hispanic students, enroll in their classes. These students often possess certain levels of communicative fluency in Spanish accompanied by dialectical variations which are not considered standard Spanish. The linguistic needs of these students are different from those students who are beginning to acquire Spanish as a foreign language and teachers have to possess the ability to address these linguistic needs in the classroom.

The following information will establish the need to look into the specific characteristics of Hispanic students so that informed decisions can be made regarding their education in Spanish classes. Although programs for native speakers exist in Texas, California, New Mexico, and Arizona, many school districts in those states and in others do not offer separate programs for Spanish-speaking students. In most cases, these students are placed in traditional Spanish as a foreign language classes which generally are not designed to develop the existing competencies of Spanish-speaking students (Valdes, 1995).

The growing concern for preserving and developing Hispanic students' home language and valuing the community's spoken language and culture results in the need to establish a connection between Hispanic students and their Spanish speaking communities. Rodriguez (1997) has established the following classification of the different backgrounds of Hispanic students to help determine the varying levels of Spanish language proficiency: 1) Third or fourth generation U. S. born Hispanic students who are English dominant with limited speaking skills in Spanish. These students bring with them cultural and linguistic knowledge not shared by the non-native speaker studying Spanish as a second language.

2) First and second generation bilinguals who display degrees of fluency in English and Spanish. These immigrant students are Spanish language dominant but differ in the amount of formal education they have received in Spanish. The language abilities of the groups above may vary due to the amount of contact with English and Spanish and due to linguistic or dialectal variations. In addition, there is a range of variety in the individual cultural experience students bring with them to the classroom.

In addition to Rodriguez, Valdes has done extensive work in the field of teaching Spanish to the native speaker of Spanish. In 1995 she proposed a series of characteristics of oral language fluency in Spanish among Hispanic students who usually enroll in Spanish as a heritage language courses also referred to as Spanish for the native speaker (SNS).

The academic skills of the U. S. born and raised group should be a concern to educators. For example, some of these students might exhibit poor academic skills in English and no academic skills in Spanish. Others within the same group may have good academic skills in Spanish but they are limited speakers of English although they have received schooling in the United States.

Table 1.1 shows the characteristics that Valdes (1995) reefers to which help us understand the level of oral fluency in Spanish of Hispanic students based on their educational background in Spanish and in English, their academic skills in English, and their oral language characteristics in Spanish. This information could be very useful to teachers of Spanish as a foreign language in order to increase their awareness about the linguistic needs of Hispanic students.

1.3 Socio-historical Background of Native Speakers of Spanish in Louisiana

In order to bring the national perspective on language teaching to a Louisiana perspective, there follows a brief historical background of the Spanish speaking populations in Louisiana as well as the language programs that are offered at the high school level. This information is provided because this study will be limited to Hispanic high school students and teachers in three school districts in the state.

Table 1.1

Selected Oral Communication Characteristics of Students who Enroll in SNS Courses

Generation	Schooling	Academic Skills in English	Oral Language Characteristics
Newly Arrived	Good schooling in Spanish speaking country	English Language Learners	Fluent speakers of prestige variety of Spanish
	Little schooling in Spanish-speaking country		Fluent Speakers of colloquial/stigmatized varieties of Spanish
	Access to bilingual prestige variety of Spanish instruction in the U.S.	Good academic skills in English	Fluent speakers of prestige variety of Spanish
U.S. Born and Raised	Educated exclusively through English	Poor academic skills in English	Fluent speakers of varieties of Spanish Limited speakers of Spanish.
	Good academic skills in Spanish	Limited speakers of English	Fluent speakers of colloquial/stigmatized Spanish varieties
	No academic skills in Spanish.	Poor academic skills in English	Receptive bilinguals

Source: Valdes, (1995). *Modern Language Journal*, 79, p.306.

In 1762, the new governor of Louisiana, *Bernardo Galvez* from Spain began a program to encourage immigration to the new province. The major influx of immigrants

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came from the Canary Islands of Spain between 1770 and 1783. They settled in *Galveztown*, *Valenzuela*, *Barataria*, and *Tierra de los Bueyes*, all locations which today are part of St. Bernard Parish, south of New Orleans. The United States took control of Louisiana in 1803 and since then, the *Isleños* from the Canary Islands were allowed to move freely and some of them moved to Lafourche Parish. Between 1820 and 1860, some of these *Isleño* - Lafourche residents moved to East Baton Rouge and Ascension Parishes. Today, in all of these regions, Spanish is still spoken by *Isleños'* descendants (Holloway, 1993).

From the 1950's to the 1970's, immigrants from Latin America moved to Louisiana due to commerce. The largest Hispanic group to immigrate to Louisiana is from Honduras, Central America because of the banana and citrus fruit plantations that were established in that country by Louisiana natives. Three large corporations were founded to grow, package and export the fruit: Standard Fruit Company, *Chiquita* Banana, and United Fruit Company. At present, all these corporations continue to operate in the northern part of Honduras in the cities of *Tela*, *La Ceiba*, *San Pedro Sula*, and *Puerto Cortés*.

Honduran employees at the three corporations traveled back and forth from Honduras to New Orleans which was the port of entry and the point of distribution of the fruit. The three corporations also gave Honduran employees' children scholarships to study at private Catholic schools in Louisiana and Mississippi. This contributed to the settlement of families in these areas, and still today many immigrate for family reunification.

Other groups of Hispanics have immigrated to Louisiana for different reasons. Around the 1960's, Cubans immigrated to Louisiana when *Fidel Castro* (Cuba's Communist

Leader) took over Cuba to establish a communist regime. Many Cubans were persecuted, their possessions were taken away and the United States began admitting them as refugees and as political asylees. This initial group was educated and belonged to the middle or the upper middle socio-economic class in Cuba. Later, in the 1980's, another group arrived from Cuba called *Los Marielitos*. This group was different from the first one because its members were prisoners expelled from Cuba by *Fidel Castro's* regime. Civil war broke out in Nicaragua in 1980 and in El Salvador in 1983. Many refugees and political asylees came to Louisiana to escape the war.

The tapestry of language varieties as well as the cultural and socio-economic backgrounds of the various Hispanic groups that have immigrated to Louisiana constitute a diverse group of Spanish speakers most of whom live in East Baton Rouge, and Jefferson Orleans parishes. Nowadays, almost every Spanish speaking country in Latin America is represented in those geographical areas but the largest groups of Hispanics are from Central America, Cuba, and Mexico.

Figure 1.1 shows the geographical areas of Louisiana where the highest concentration of Hispanics reside. These urban areas are East Baton Rouge, Jefferson, and Orleans parishes. But the highest concentration of Hispanics is found in Jefferson parish. All other parishes have Hispanics in fewer numbers which are more common in west Louisiana because it is adjacent to the state of Texas. Historically, this state has had a large Hispanic student population where schools commonly offer bilingual programs. Also, Spanish as a heritage language programs at the high school level are more available as they are in California, New Mexico, and Arizona.

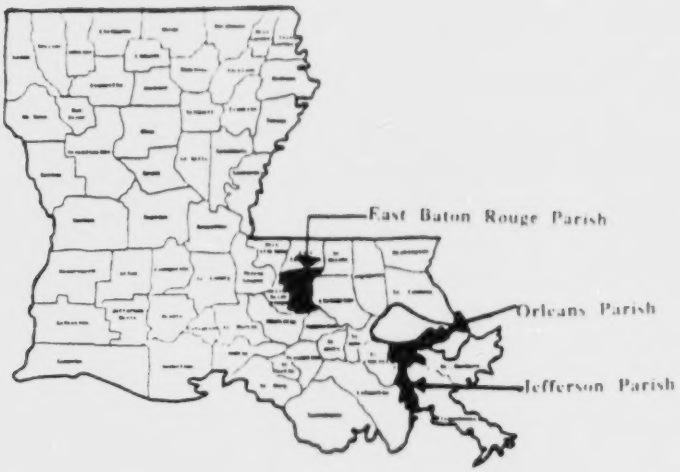

Figure 1.1 **Louisiana Map of Geographical Concentration of Hispanic Students**

1.3.1 Native Spanish-speaking Students in Louisiana

Data collected by the Office of Research and Development of the Louisiana Department of Education during the spring of 1997, determined that the number of Hispanic students who took the California Achievement Test (CAT) totaled 5,321 Hispanic students enrolled at the elementary grades 3, 4, 5, and 6. At the junior high school in grades 7 and 8 Hispanic students totaled 2,061 and at the high school level in grades 10 and 11 Hispanic students totaled 1,332. Hispanic students in grades K, 1, 2, 9, and 12 did not take the test. Also, some Hispanic students were deferred from participation on the CAT test because of their limited English proficiency and because they had resided in Louisiana for less than two years.

1.3.2 Spanish as a Foreign Language High School Programs in Louisiana

Data collected by the Foreign Languages Program of the Louisiana Department of Education during the 1996-1997 school year indicated that 38,637 non-Hispanic and Hispanic students were enrolled in high school Spanish as a foreign language courses.

Table 1.2 shows the number of the overall student population enrolled in each Spanish level course which indicates that a larger number of students were enrolled in Spanish level I.

Table 1.2

Spanish Courses Offered in Louisiana and Number of Students Enrolled in 1996-1997

Courses	**Number of Students**
Spanish level I	16,516
Spanish level II	9,801
Spanish level III	1,248
Spanish level IV	278
Spanish level V	37
Advanced placement	186
Elective	390
Distance learning	281
Total	**38,637**

Source: Louisiana Department of Education. Survey of Students Enrolled in High School Foreign Language Programs, 1996-1997.

In addition to Spanish as a foreign language, French, Latin, Italian, German, Russian, Japanese, and Vietnamese were offered in Louisiana high schools during the 1996-1997 school year.

1.3.3 English as a Second Language High School Programs in Louisiana

For students with limited English proficiency (LEP) including Hispanics, English as a second language courses were offered at some of the high schools where there were enough LEP students to make up a class in school districts such as in Caddo, East Baton Rouge, Jefferson, Lafayette, and Orleans. In other school districts high school teachers

offered sheltered English classes, simplified lessons, or provided tutorial assistance in the content area to LEP students. In general, LEP students in grades K-12 totaled 7,014 during the 1996-1997 school year, of those 2,565 were Hispanic, the other 4,449 were from Vietnam, other Asian countries, African, and European countries. Most LEP students were enrolled in elementary grades but, some of the high school LEP students who enrolled had limited literacy skills in their native language because of interrupted schooling or lack of exposure to formal instruction in Spanish.

1.3.4 Hispanic Students Enrolled in Spanish as a Foreign Language Courses in Louisiana

Since data collected by the Louisiana Department of Education did not determine the number of Hispanic students enrolled in Spanish as a foreign language courses, the researcher designed an informal survey in efforts to identify the number of high school Hispanic students, LEP and non-LEP, enrolled in those courses. The informal survey was mailed to 43 teachers of Spanish as a foreign language in the fall of 1997.

The survey asked teachers to indicate the number of Hispanic students enrolled in each of the Spanish levels they taught. Of the 43 teachers who received the survey, only 15 (35%) responded representing 13 high schools. Table 1.3 indicates the results of the survey in which 104 Hispanics students were enrolled in Spanish courses. Of those, 40 students were enrolled in Spanish levels I and II and 64 students were enrolled in Spanish levels III and IV. The information gathered was not sufficient for an accurate estimate of Hispanic students enrolled in Spanish courses. However, it determined that there were Hispanic students being offered the opportunity to develop their native language skills.

Table 1.3

Hispanic Students Enrolled in Spanish as a Foreign Language Courses in 13 Louisiana High Schools

Spanish Course Levels	Number of Hispanic students
Spanish I	13
Spanish II	27
Spanish III	40
Spanish IV (Advanced Placement)	24
Total	**104**

Source: Results of Informal Survey Conducted by the Researcher in the Fall of 1997

1.4 Statement of the Problem

Hispanic students arrive daily in American high schools. Generally, these students possess oral communication skills but lack reading and writing skills in Spanish. One challenge to existing Spanish as foreign language programs is how to provide instruction to Hispanic students with varying levels of Spanish proficiency. These proficiency levels usually vary according to how long each student and his or her family have lived in the United States. For example:

1) Third and fourth generation U. S. born Hispanic students are usually English dominant with limited skills in Spanish;

2) First and second generation Hispanic students display various degrees of fluency in English and Spanish; and

3) Newly arrived immigrant students are dominant in Spanish but possess different amounts of formal education in Spanish.

In all of these groups, language abilities may vary due to the amount of contact with English and Spanish, reading skills, and writing practice (Pino, 1997).

It is believed that Hispanic students enroll in high school Spanish as a foreign language courses based on one or more of the following reasons: 1) because they want to make a good grade, 2) because they want to become familiar with the language, at their parents' request, 3) because their teachers suggest to enroll in them, 4) because they would like to develop their existing Spanish skills.

However, the foreign language practices used for monolingual English speakers are not suitable for Hispanic students who already possess varying levels of oral communication skills. Hispanic students usually perform poorly in Spanish reading and writing skills, especially those who are second, third and fourth generation Hispanics (Valdes, 1995). It seems like Spanish levels III and IV could be suitable for these students if teachers of Spanish as a foreign language would consider appropriate ways to teach this group of students based on the individual linguistic and cultural experiences that each student brings to the classroom. However, these teachers usually lack the pedagogical training, the proficiency level, and/or the knowledge of the dialectal differences to accommodate these students in their classes.

1.4.1 Spanish as a Foreign Language Courses in Louisiana High Schools

The Spanish as a foreign language courses offered in Louisiana high schools are designed for native English-speaking students and they are described below:

1) Spanish level I. The main objective of this course is to enable English speaking students to attain a measurable degree of communicative competence and proficiency in each of the

four language skills: listening, speaking, reading, and writing. This is done through vocabulary, grammar structure, pronunciation, conversation, and culture (Schmitt, C., Woodford, P., & Marshall, R. 1989).

2) Spanish level II. The purpose of this course is to present contemporary Spanish-speaking countries, Spain in particular, and their people to the American students. Each module (20) is built around specific cultural themes and focuses on important aspects of Spanish daily life. The modules also include proficiency activities such as telling time, talking about weather, school, future plans, home and family, shopping, sports, etc. Each module reviews previous material, stimulates cultural awareness, develops oral proficiency, expands the vocabulary base, and develops reading and writing skills (Valette, J. & Valette, R., 1990).

3) Spanish level III. The focus of this course is to introduce students to the Hispanic culture through contemporary topics and issues expressed in authentic readings, and to improve the students' skills in reading, writing, and speaking. Through the readings the students are exposed to topics that include universal themes such as human relations, work, travel, politics, daily life, and entertainment. The readings are selected from popular magazines, literary collections, short stories, poetry, essays, and articles (Jarest, J. & Robinson, M. 1990).

4) Spanish level IV. In this course, students are usually able to perform basic reading, writing, speaking, and listening skills in Spanish. They also have an acceptable background of the Spanish culture. The tasks of this course include the expansion of reading and writing skills. New grammatical features are incorporated, students read longer passages, their oral

fluency level is greater, and Spanish literature and civilization continue to play an important role in the curriculum. At this level, students usually work independently and they move toward advanced levels of oral proficiency.

At present, there are no separate Spanish as a heritage language courses for Spanish speakers offered in Louisiana. However, some attempts have been made to offer this type of courses at two high schools. For example, Hispanic students have been grouped to receive instruction in Spanish literature and advanced grammar.

The National Standards for Foreign Language Learning encourages the development of the first language of students. Its statement of philosophy states:

> Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language (Standards for Foreign Language Learning, 1996).

The statement above clearly indicates that children who are non-English speakers should also have opportunities to develop their heritage language. In addition, the standards include the 5 C's of foreign language education or categories from which to draw content matter, they are: communication, cultures, connections, comparisons, and communities. They provide guidance to foreign language teaching professionals to include the development of the native language of non-English background students.

The national vision of the foreign language standards, the research to support the cognitive, social, and cultural benefits of primary language development justify the creation

of separate courses of Spanish as a heritage language for Hispanic students or to accommodate these students in Spanish as a foreign language classes, but the latter is not generally happening. Therefore, this study explored the views and opinions of these teachers toward the teaching of Spanish to Hispanic students. In addition, principals and guidance counselors of schools with large numbers of Hispanic students participated in individual interviews.

1.5 Research Questions

The following research questions guided this study:

1) What are the attitudes of teachers of Spanish as a foreign language toward the use of the Spanish language?;

2) What are the attitudes of teachers of Spanish as a foreign language toward teaching Spanish as a heritage language to Hispanic students?;

3) What are the attitudes of teachers of Spanish as a foreign language toward the role of English in the United States?; and

4) What are the attitudes of teachers of Spanish as a foreign language toward the use of English at home and at school in the United States?.

Exploring the attitudes of teachers, principals, and guidance counselors provided an understanding about the lack of Spanish as a heritage language courses in Louisiana as well as the insufficient accommodations for Hispanic students who enroll in Spanish as a foreign language courses. Participants described a series of obstacles that impede the offering of those courses that are related to factors that go beyond the classroom.

1.6 Definition of Terms

1) Attitudes. A manner showing one's disposition, opinion (Webster's New World Dictionary, 1997).

2) Language minority student. A student whose home or dominant language is other than English as determined by a home language survey (Bulletin 1851.

3) Limited English proficient student (LEP). The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs and Congress law (20 U.S. C.A. Section 3283) define a LEP student as an individual:

a) (i) who was not born in the United states or whose language is other than English, (ii) who comes from a home in which a language other than English is used most often for communication, or (iii) who is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency as a result of substantial use of that other language for communication, and

b) Who, as a result of the circumstances described in paragraph 1 of the definition, has sufficient difficulty in speaking, reading, writing, or understanding the English language to deny him or her the opportunity to: (i) learn successfully in classrooms in which the language of instruction is English, and (ii) participate fully in our society (Federal Register, Volume 5, 1988).

4) Heritage language. An individual's native, primary, ancestral, or home language.

5) Spanish as a heritage language programs. These programs are designed for high school Spanish speaking students to enable them to develop or advance their literacy and

communicative skills in Spanish and to enhance their knowledge of the historical, geographical, and literary components of the Spanish culture.

6) A.C.T. F. L. American Council of Teachers of Foreign Languages (Omaggio, 1993).

Following are definitions of terms that describe the different levels of language proficiency as defined by the ACTFL proficiency guidelines. These are the product of grants awarded to foreign language teaching organizations by the U.S. Department of Education.

Novice: characterized by the ability to communicate minimally with learned material.

Intermediate: characterized by the speaker's ability to create with the language, ask and answer questions and sustain basic communicative tasks.

Advanced: characterized by the speaker's ability to converse in a clearly participatory fashion, sustain a variety of communicative tasks, satisfy the requirements of school and work situations, and narrate and describe connected discourse.

Superior: "able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics." Sporadic errors may occur but those errors do not disturb the native speaker or interfere with communication (Omaggio, 1993, p. 504).

1.7 Importance of the Study

Spanish as a heritage language instruction offers benefits to Hispanic students by producing bilingual outcomes, and does not impede their acquisition of English. It also enables students to access complex academic instruction thereby saving valuable time and reducing the achievement gap between Hispanic speaking students and English speaking

students (Krashen, 1996). In addition, Spanish as a heritage language instruction supports bilingualism and biliteracy for purposes of world trade, family unity, cultural and linguistic identity, linguistic and cognitive flexibility, and the ability to communicate in more than one language (Medina, 1993).

An estimated 90% to 95% of all foreign language courses taught in the United States are designed for native speakers of English at the middle and high school levels. Generally, the students are monolingual speakers of English with little or no previous instruction in a foreign language. Given the predominance of this type of student, universities and colleges that train future teachers of modern languages, curriculum developers, textbook writers, publishers, language test developers, and administrators dedicate the vast majority of their resources to providing services to this population (Valdes, 1995).

There are thousands of students in the United States who differ from the traditional type of students in foreign language classrooms who need appropriate language instruction. An example of this are native Spanish-speaking students whose competence in their native language is not usually developed in school, although their competence constitutes a valuable national resource worth preserving (Krashen, 1996).

Many modern language educators are aware of speakers of languages other than English, especially when they enroll into courses designed for English speaking students. From the point of view of traditional language teachers, these students have been seen as problematic because these educators do not generally possess effective instructional strategies, materials, and assessment instruments to develop the competencies that native

speakers of languages other than English bring to the classroom (Campbell, 1996). Additionally, it has been argued that the residual competence of heritage language learners can and should be considered a substantial basis on which to build instructional programs. Therefore, the opportunities for the modern language teaching profession are the design and implementation of language courses appropriate to help language learners to develop their heritage language (Campbell & Lindholm, 1990).

The Equal Education Opportunity Act, EEOA, 20 U.S.C. 1703 (1988) indicates that no state should deny equal educational opportunity to any individual because of race, color, sex, or national origin. This can be clearly understood as we observe that in most cases, English speaking students are provided instructional programs, trained personnel, and adequate/appropriate materials to develop their heritage language therefore Hispanic students also should also benefit from this law.

Additionally, the Bilingual Education Act, Title VII, 20 U.S.C. 3281-334 as amended in the Improving America's Schools Act of 1994, provides states the opportunity to apply to the U.S. Department of Education for grants that would implement instructional programs to meet the language and academic needs of limited English proficient students many of whom are Hispanic. Under this Act, school districts may implement bilingual, ESL, alternative language, and foreign language instructional programs.

With needs of Hispanic students in mind, this study will seek to examine the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students. This will further the body of knowledge in the modern languages field by contributing information to better understand the opinions of teachers of Spanish as a

foreign language toward teaching Spanish to Hispanic students. Furthermore, the results of this study may encourage teachers of Spanish as a foreign language to include instructional strategies to teach and accommodate Hispanic students in their classes and/or to encourage their school administration to offer separate courses designed to teach Spanish as a heritage language to Hispanic students.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter consists of eight sections. The first section describes the historical views of bilingualism in the United States. The second section is about value-added education through multilingualism and multiculturalism. The third section describes challenges in meeting the needs of language minority students. The fourth and fifth sections discuss the language attitudes of teachers and students. The sixth section describes challenges of teachers and other educators about teaching Spanish to Hispanic students. The seventh section provides information about heritage languages and their socio-cultural and political implications, and the eighth section is the chapter summary which highlights research findings that support this research study.

2.1 Historical Views on Bilingualism in the United States

From the pre-colonial times to the late 1800's, the United States developed views on bilingualism. In general, bilingualism was embraced, it was widespread and protected. Maintaining the native language was seen as a right to preserve one's heritage where government documents were printed in languages other than English, and many schools used those languages for everyday instruction (Fitzgerald, 1993).

But from approximately 1880 to the early 1900's, English-only sentiments grew rapidly and significant events shifted attitudes toward bilingualism. For example, the United States imposed English as the mainstream school language in Puerto Rico and the Phillippines, and many states enacted legislation prohibiting public instruction in languages other than English. This resulted in litigation over public use of non-English languages.

From the 1950's to the present, federal and state authorities went in the direction of strengthening opportunities for assisting individuals to learn English rather than providing full support for bilingual programs. For example, Title VI of the Civil Rights Act was established in 1964. This Act prohibits discrimination on the grounds of race, color, or national origin, handicapping condition, and age in programs receiving federal funds (Fitzgerald, 1993).

Additionally, in 1968, after political efforts by the Hispanic community, the Title VII- Bilingual Education Act was enacted and amended to the Elementary and Secondary Education Act. This was done in efforts to fund programs to support the education of language minority children in schools that had high numbers of these students (Crawford, 1989).

In 1974, the Supreme Court, in the Lau v. Nichols decision, prescribed transitional bilingual education where students were instructed in their native language and then they were gradually transitioned into English (Hakuta, 1986).

In 1991, OCR issued an update to the *Title VI Language Minority Compliance Procedures* now called *Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency*. This document provides examples of acceptable approaches for effective instruction of language minority students including developmental bilingual education. The procedures that the document recommends school districts to follow are: 1) identifying students who need assistance, 2) developing a program which, in the view of professional educators, has a reasonable chance for success, 3) ensuring that needed staff, curricular materials, and facilities are in place and used properly,

4) developing appropriate evaluative standards for measuring the progress of students, and 5) continued program assessment and modification where needed (U.S. Department of Education. Office of Civil Rights, 1992. p. 6, 7).

The Office of Civil Rights has become more involved and active with schools, especially school districts with language minority students by requiring a detailed administrative and instructional plan for these students so they can have full access to meaningful education. Although OCR's concern is with students with limited English proficiency, there are implications for equitable educational services for language minority students who are not limited English proficient. These students might benefit from developing their native language in heritage language programs that promise chances for students' success.

In general, it seems like the shifts in views on bilingualism in the United States and its increasing immigration have been associated with feelings of: 1) instability among citizens, 2) change, 3) job competition, 4) inability to communicate with the newcomers, 5) fear of the unknown, and 6) a desire to protect the status quo of the language and mainstream culture.

Governments, citizens, and society as a whole in the United States need to recognize that as our society becomes more technological and the world becomes smaller, more international connections are made in the business world which places greater demands on the importance of multilingualism. Therefore, there are many possibilities that bilingualism and multiligualism be recognized as a societal need in the United States (Fitzgerald, 1993).

2.2 Value-Added Education and Multilingualism-Multiculturalism

To live in multilingual, multicultural neighborhoods, to compete successfully in the global marketplace, and to take full advantage of communication technologies, basic education in the year 2,000 must include competence in second and even third languages. Intercultural understanding and cross-cultural competency are necessary to be effective in diverse local, national, and international contexts. There is enough evidence to support this reality. For example, research in Canada and the United States shows that English-speaking students in foreign or second language immersion programs achieve high levels of functional proficiency in other languages without detrimental effects to their English language development or academic achievement (Genesee, F. & Cloud, N., 1998).

Cummins (1980) developed a language proficiency model of bilingualism which he represented in a graphical analogy in the form of two icebergs (see Figure 2.1). The two icebergs are separated above the surface to represent that two languages can be visibly different in conversation or social skills. He identified these icebergs as SUP or Separate Underlying Proficiency but underneath the surface, he depicted the two icebergs as sharing a common space to represent that they operate through the same processing system. He identified this fusion as CUP or Common Underlying Proficiency.

Cummins' concept of bilingualism has implications for academics. First, information processing skills and educational attainment may be developed through two languages. Cognitive functioning and school achievement may be fed through two language channels from a central processor. Also, speaking, listening, reading, and writing in the first or second language assist the whole cognitive system to develop. But, when one or both

languages are not functioning fully because of a negative attitude to learning through the second language, cognitive functioning and academic performance may also be negatively affected.

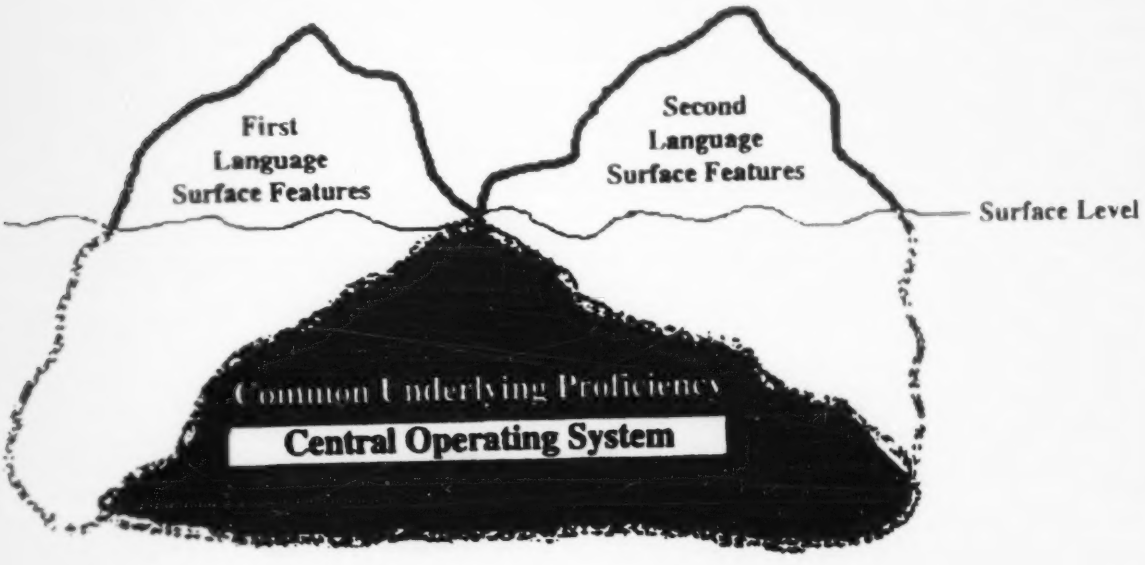

Figure 2.1 **The Iceberg Analogy**

Toukomaa and Skutnabb-Kangas (1977) suggested that negative attitudes of children to learning through the second language might be due to their lack of cognitive skills in that language, therefore they proposed the Thresholds Theory which explains that children may fall in one of three thresholds: 1) children have low levels of competence in both languages with negative cognitive effects, 2) children have competence in one but not the two languages where the cognitive consequences may be positive or negative; and 3) children have competence in two languages and their cognitive effects are positive. At this level children approximate balanced bilinguals.

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Providing opportunities for students to become balanced bilinguals or even multilinguals is an ideal situation. However, this means that education needs to respond effectively to the growing number of ethnically and linguistically diverse students and provide them with language opportunities in both English and in their native language since there are social, economic, educational, and cognitive benefits to be gained from multilingualism.

For example, there are French immersion programs in Washington, DC for English-speaking students of different educational levels including students at-risk of school failure. In Canada, English-speaking students enrolled in extended French immersion programs out-perform similar students in all-English schools on a variety of English tests. Fully proficient bilinguals have also been shown to out-perform monolinguals on cognitive tasks. Also, language enriched programs whose goals are competence in English and additional languages provide an effective model for educating language minority students (Genesee, F. & Cloud, N., 1998).

2.3 Challenges in Meeting the Needs of Language Minority Students

The American educational system is challenged daily to meet the special needs of linguistically and culturally diverse students. Problems are especially acute at the secondary level. A number of factors underlie the challenge of secondary schools to serve immigrant students, including a shortage of school personnel trained to meet the specific needs of secondary students, a lack of appropriate assessment policies and procedures, and few curricular/ programmatic alternatives for late entrant students.

These factors characterize an educational system that has difficulty keeping up with its changing population, particularly at the secondary level (Snow, 1990). In spite of the cultural and linguistic richness that language minority student populations bring to the United States, the general educational system does not use that richness for its benefit. There are a number of reasons why this happens. For example, people have their own political and personal beliefs and attitudes about language and culture. In particular, if the language and culture is different from the mainstream population.

The growing number of Spanish-speaking people in the U.S., plays a very important role in the preservation and development of the Spanish language and culture in the United States (Olivares, 1983). Additionally, in a special *Newsweek* magazine poll of Hispanics, 83% said that being Hispanic was important to their identity. The Hispanic population has grown 38% since 1990 to 31 million in 1999 while the overall population has grown only 9%. It is projected that by the year 2005, nearly one quarter of the U.S. population will be Hispanic (Larmer, 1999).

Most Hispanics live in the states of California (34%), Texas (19%), New York (9%), and Florida (7%). Unfortunately, 27.7% of Mexicans, 19% of Central and South Americans, and 12.5% of Cubans fall below the poverty line. Puerto Ricans, although U.S. citizens by birth, are still considered Hispanic and they account for 33.1% of all Hispanics who fall below the poverty line. Fortunately, many Hispanics are moving into the middle class, speaking English, inter-marrying, and voting (Larmer, 1999).

Hispanics pump $300 billion dollars a year into the U.S. economy. But in education, Hispanics still fall behind the rest of the population where 66% of them do not have a

college education. The positive social and political attitudes of our society could play an important role for the advancement of Hispanics in all fields, education in particular, because new generations of Hispanics are already changing the way the U.S. looks at itself (Larmer, 1999).

Krashen (1996) examined people's attitudes toward bilingual education. Table I presents the results looking at different survey studies of researchers and polls. Respondents were asked whether they supported bilingual education or not.

Table 2.1

Percentage of People Favorable Toward Bilingual Education

Surveys and Polls	Favorable	Unfavorable	Don't Know
Krus and Brazelton (1983)	61%		
Gallup Poll #20 (1988)	42%	49%	9%
Media General/AP (1985)	36%	46%	18%
Hakuta (1984)	70%	30%	
Houston (1983)	68%	29%	3%
Huddy and Sears (1991)	67%		
Gallup Poll #23 (1991)	54%		

Source: *Bilingual Research Journal.* Summer/Fall 1996, p. 412.

Krashen examined each of the studies above in detail, and he concluded that the results of the polls depended on the type of questions asked. Those that had a high percentage of favorable responses toward bilingual education (BE) were asked different questions. Table 2.2 presents those questions and it reveals that the responses are more negative when statements and questions can be interpreted as supporting a version of bilingual education. When it was made clear to respondents that both English and the primary language are to be included, subjects were supportive of bilingual education.

Table 2.2

Summary of Polls and Surveys on Bilingual Education

Supportive	Type of question
Krus and Brazelton (1983)	global (BE "helps or harms")
Hakuta (1984)	global (BE "is the best way to learn English")
Houston Survey (1983)	global (should BE be "available")
Huddy and Sears (1990)	global
de la Garza et al. (1992)	teach literacy, subjects in both languages
Gallup Poll 23 (1991)	teach "basic subjects in the native language"
Not Supportive	**type of question**
Gallup 20 (1988)	teach "basic subjects in the primary language"
Gallup 25 (1995)	"provide instruction in all subjects in the native language"
Media General (1985)	"should be taught basic subjects in their own language"
Time Magazine (1995)	"should teach in the native language until they know English"
Baratz-Snowden et al.	"teaching in non-English language interferes with English"
Center for Equal Opportunity	"teach academic courses in Spanish, even if less time learning English."

Source: *Bilingual Research Journal*. Summer/Fall 1996. p. 429.

When respondents were asked only about the use of the native languages other than English their responses were not supportive of bilingual education. The results of the examined surveys and polls on bilingual education indicate that there is consistent support for bilingual education when questions include English and are asked globally.

Additionally, Krashen (1999) in his book *Condemned Without a Trial. Bogus Arguments Against Bilingual Education*, he continued to report public and specific

populations' opinions on bilingual education. For example, he examined the results of a teacher study, the 1993 Harris Poll. This was a national survey of teachers, 97% of whom were not Hispanic. They were asked questions dealing with bilingual education and their responses appeared to be non-supportive because 64% of teachers felt that content area subjects should be taught in English, while 34% felt that they should be taught in the native language of the child, 2% of respondents was not sure as to what to respond. The question in relation to these responses was:

> Do you think government policy should promote bilingual education programs that teach English and teach other substantive subjects in a child's native language, or should policy mandate that substantive subjects be taught in English? (p.77)

This question could have been interpreted by teachers as all subject areas to be taught in the native language of students and they could have been rejecting a type of bilingual education.

Krashen makes reference to the work of Garza et al. (1992) who surveyed national origin adults of whom 878 were of Mexican origin, 587 were of Puerto Rican origin and 312 were of Cuban origin. Garza explored the attitudes of these adults toward bilingual education and found that they were very positive. Following is a summary of his findings:

Table 2.3

Attitudes Toward Bilingual Education

	Mexican	Puerto Rican	Cuban
Strongly support or support	80%	87%	88%
Uncertain	13%	7%	19%
Oppose or strongly oppose	7%	6%	3%
Percentage willing to pay more taxes for bilingual education	69%	70%	54%

Source: *Condemned Without a Trial*. Krashen, 1999, p.78

In addition, Krashen (1996) believed that whether people are in favor or not in favor of bilingual education, there are other significant barriers to the preservation of heritage languages. These barriers come from the same language minority populations due to: 1) their desire to fully integrate into the target culture, 2) rejections of heritage culture, 3) ridicule and correction when the heritage language is used by more competent heritage language speakers, 4) reluctance to use the heritage language, and 5) the lack of good heritage language programs.

Fernandez and Nielsen (1986) compared heritage language proficiency with school success. They concluded that acquiring proficiency in Spanish has positive effects on academic achievement. In their study of Hispanic high school seniors, they reported that when these students were exposed to Spanish, they performed slightly better in English and had higher educational aspirations than Hispanic students whose language was English (monolingual sample). Table 2.4 below summarizes their conclusions.

Table 2.4

Heritage Language Proficiency and School Success

	Bilingual	Monolingual
n	1,876	474
Years of schooling expected to complete	15	14
English reading test scores	48	45
English vocabulary test scores	48	46

Source: *Heritage Language Development*. Krashen, Tse, & McQuillan, edts., 1998, p.7

Using the bilingual sample, Fernandez and Nielsen reported that the degree of Spanish proficiency was a significant predictor of educational expectations and English

vocabulary. Also, greater Spanish proficiency was not related to lower English reading performance.

2.4 Language Attitudes of Teachers

Teachers' opinions and beliefs toward language teaching to language minority students can either assist in advancing the educational needs of these students at the high school level or they can stifle them. For instance, Byrnes and Kiger (1994) examined the attitudes of 191 regular classroom teachers from three states toward children who were limited English proficient (LEP). Their purpose was to investigate teachers' attitudes about the linguistic diversity among their students. Three sub-scales were produced: Language Politics, LEP Intolerance, and Language Support. The sub-scales contained 13 Likert-type scale items on the *Language Attitudes of Teachers Scale* (LATS). The internal reliability yielded .81 for the scale and ranged from .60 to .72 for the three sub-scales. A single item measuring respondents' attitudes about having a LEP student in the classroom correlated - .62 with the total scale providing support for construct validity.

The results of the study showed that language attitudes involved structural issues. Teachers' language attitudes were related to teacher expectations of student performance. For example, the inter-correlation between the item, willingness to have a LEP student in the class scored r = - .62. Byrnes and Kiger indicated that this result follows a pattern commonly observed in racial and ethnic attitude studies because there is an association between negative attitudes toward some group on one hand and a desire for contact with that group, on the other.

Gougeon and Hutton (1992) examined the perception of teachers in three Alberta (Canada) high schools among second language learners from different national origins. The researchers interviewed 27 high school teachers on their perceptions about multiculturalism. The researchers concluded that the main perceptions obtained from teachers were:

1) Second language learners felt alienated from Canadian born peers and their own families;

2) The learners felt in denial of the culture of Canada and other cultures;

3) Second language learners were high achievers;

4) Parents of second language learners were distrustful of the Canadian educational system;

5) Parents maintained patriarchal relationships with those around them and depended on their children to help them with the English language environment; and

6) Teachers reported that school systems were ethnocentric but they were committed to providing equal service to second language students.

2.4.1 Staff Development Needs of Teachers

Clair (1993) explored the beliefs, self-reported practices, and professional development needs of three mainstream classroom teachers with language minority students. Case studies from teachers consisted of interviews, classroom observations, and journal entries from teachers and observer. The analysis revealed that teacher beliefs about language minority students may be based on misinformation. The teachers' choice of instructional practices may be based on naive notions of language proficiency. Therefore, teachers draw on intuitive wisdom because of the lack of pre-service teacher preparation programs or inadequate in-service education on issues related to language minority students. She suggested that pre-service and in-service teacher education programs need

to embrace the social, political, and cultural realities of diverse student populations. Also, dialogues with teachers, parents, and administrators need to be conducted on student diversity issues.

Kramsch (1993) felt that through dialogue each person tries to see the world through the other persons' eyes without losing sight of him or herself. The back and forth of dialogue might provide people the realization that they have more things in common than they thought. One of the topics of this dialogue might be to discuss one's own stereotypes and the perceived stereotypes of other cultures. As Steele and Suozzo (1994) remind us that stereotypes usually lead to see differences among people instead of commonalities. Therefore, reducing or eliminating stereotypes can lead to better perception of others and resolve some of the barriers to empathy that stereotypes can impose.

2.4.2 Effective Strategies for the Education of Language Minority Students

When teachers have high and concrete academic expectations of their students, they are beneficial to limited English proficient (LEP) and language minority students. For instance, Lucas (1993) found that when secondary schools hire minority staff to serve as role models. These schools provide special programs to prepare students for college and assist them in the application for admission process, and these schools offer rigorous content courses including advanced and honor courses, and recognize students for doing well. In addition, these effective secondary schools provide native language development through formal classes (e.g., Spanish for Spanish Speakers) and/or through informal means such as the use of bilingual instructional aides, peer tutoring or community resources. Overall, staff in effective schools find the means of supporting and promoting native

language use and development. These acts and attitudes communicate to students that they are valued and respected and so are their language and culture.

Garcia (1991) conducted descriptive research of schools and classrooms whose language minority students were particularly successful academically. These studies included examination of preschool, elementary, and high school classrooms, and concentrated largely on Latino students. Data were collected through interviews with teachers, principals, and parents and he conducted specific classroom observations to assess the dynamics of the instructional process. The following attributes were identified in the instructional organization of the classrooms Garcia studied:

1) Functional communication between teacher and students and among fellow students;

2) The instruction of basic skills and academic content was consistently organized around thematic units;

3) Instruction was organized so that students were required to interact with each other using collaborative learning techniques;

4) Students progressed systematically from writing in the native language to writing in English, making the transition without pressure;

5) Teachers were highly committed to educational success of their students and served as student advocates;

6) Principals were highly supportive of their instructional staff and supported teacher autonomy while maintaining awareness of the need to conform to district policies on curriculum and academic accountability; and

7) Both Anglo and non-Anglo parents were involved in the formal parent support activities of the schools and expressed a high level of satisfaction with their children's experience in these schools.

Garcia concluded that teachers were highly committed to the educational success of their students, perceived themselves as instructional innovators, continued to be involved in professional development activities, and had high academic expectations for all their students. For example, one teacher said that she tells her students, "Everyone will learn to read in my classroom" (p.3).

Garcia's findings demonstrate that positive attitudes of teachers and school administration toward the education of language minority students results in these students reaching high academic achievement. Positive attitudes along with high expectations for students seem to ensure that the school climate is conducive to positive social interactions, students helping students, teachers helping teachers, a supportive administration, a supportive parent community as Garcia found in his studies.

Also, for teachers to develop positive attitudes toward language minority students, Seelye (1996) recommends that it is important to independently find out as much as possible about their culture because, "In the best of times, knowledge of another culture is tantamount to moving out of a dark corner of the cave into greater illumination," (p.149).

Similarly, Ogbu (1992) recommended that teachers must recognize that minority children come to school with cultural and language frames of reference "that are not only different but probably oppositional to those of the mainstream and school" (p.12). He suggested that teachers should study the histories and cultural adaptations of minorities to

understand those frames of reference and the children's sense of social identity. Finallly, Ogbu (1992) recommended that counseling programs should be offered to minorities to adopt attitudes and behaviors to participate in two cultural or language frames of reference without losing their own cultural and language identity.

to avoid interpreting acting White as a threat to their social identity and sense of security.

In contrast, Kramsch (1993) pointed out that the most important and the most difficult task of teachers is the ability to listen to their students' silences and to their students' implicit beliefs. Therefore, "Introspection and critical self-assessment are essential for further development of any language teacher" (p. 245).

2.5 Attitudes of Students Toward Learning Languages

Positive attitudes of teachers toward language minority students' language and culture contribute to their high academic achievement. But, positive attitudes of students toward learning languages is also a determinant factor. For example, Lambert (1963) reached the conclusion that two independent factors underlie the development of skills in learning a second language; an intellectual capacity, appropriate attitudinal orientation toward the other language group, and a determined motivation to learn the language.

Glisan (1987) studied the attitudes of English-speaking students in beginning Spanish courses at the University of Pittsburg in Pennsylvania. The purpose of the investigation was to identify their reactions, and expectations concerning their previous, present, and future foreign language study. It was hoped that the opinions of these students would provide a basis on which to examine the effectiveness of their Spanish language instruction. Teachers administered a pre-attitudinal survey to 434 Spanish I students at the

beginning of the fall of 1984. A post-survey was administered at the end of the course of study to 323 students.

Results of the post-study survey indicated that there were positive attitudes toward Spanish language study among students. For example, there was an 8.1% increase in the number of students who planned to pursue courses beyond Spanish level I. Students overwhelmingly rated very highly the speaking experience, grammar explanations and reading/writing components of the course. The results of the surveys indicated various factors affecting the students' attitudes and expectations about their study of Spanish. Table 2.5 below shows the results of students' responses regarding course ratings:

Table 2.5

Spanish Course Ratings

N= 323	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Enjoyed course	46.4%	39.9%	9.6%	4.0%
Good teaching	67.8%	26.0%	5.0%	1.2%
Liked tests	28.8%	54.5%	13.3%	3.4%
Liked speaking	35.6%	41.25%	16.1%	7.1%
Lab beneficial	15.2%	38.45%	28.8%	17.6%
Grades appropriate	44.1%	38.8%	11.8%	5.3%
Feel well-prepared	36.3%	45.3%	11.8%	6.5%
Culture days beneficial	28.2%	42.7%	21.5%	7.6%
Skills useful	37.0%	46.3%	11.2%	5.6%
Will continue Spanish	26.8%	39.3%	22.1%	11.8%

Source: *Hispania*, May, 1987, p. 382-394.

The results above indicate that a high percentage of students felt that good teaching of Spanish was happening in the classroom, they enjoyed the course, they liked to practice

the speaking skill and the majority of students felt that they would continue studying the Spanish language in future courses. Also, we can relate the results of this study to how language minority students might react when they are in a similar situation of learning a foreign language. Sometimes the knowledge about their native language is limited, therefore these students may feel that they are learning a foreign language.

For example, Hispanic students whose home language is Spanish might not possess formal reading and writing skills in Spanish therefore some of them enroll in university Spanish courses to receive formal language instruction. Their attitudes toward their language and the level of interest in learning their language, will demonstrate how well students will perform in Spanish university courses.

2.6 Challenges of Teachers and Other Educators about Teaching Spanish to Hispanic Students

The literature provides many studies about students' opinions, perceptions, and attitudes toward learning a second language, but there is a limited number of studies that focus on language attitudes of teachers about teaching Spanish to Hispanic students.

For instance, Valdes (1995) felt that the large number of Hispanic students arriving in American high schools presents a challenge to teachers of Spanish as a foreign language and other educators to revisit their linguistic, ethnic, and cultural diversity and the pedagogical implications of such diversity. As mentioned earlier, many teachers of Spanish as a foreign language at the high school level, are unfamiliar with the Spanish language varieties of their Hispanic students.

Valdes indicated that when Hispanic students enroll in Spanish as a foreign language courses, the teachers of these classes find themselves unprepared to meet the Hispanic students' linguistic needs and to recognize their cultural backgrounds. Valdes also indicated that certain groups of language educators speak of teaching standard Spanish as a second dialect and others speak of teaching Spanish as a native language but most teachers of Spanish view that the focus of teaching Spanish to non-native students is on speaking, understanding, reading, and writing. In their classes students usually have a textbook that they use and consult, and as a result, teachers of Spanish aim to produce a student who communicates in a target language and if the student already communicates in that language, they feel there is nothing left for them to do.

Through her extensive study of Spanish for Spanish speakers, Valdes found that in most U. S. Hispanic communities, written Spanish skills are almost non-existent. She provides ideas on the development of strategies for promoting biliteracy among Hispanic communities such as teaching Spanish as a subject in high school and college to Hispanic bilinguals, training bilingual teachers, and developing community activities for out-of-school bilingual adults.

In addition, Valdes pointed out that teaching Spanish as a subject to Hispanic bilinguals is possible since most high schools in the U. S. already offer Spanish as a foreign language. This would be possible if teachers of Spanish would offer courses developed for bilingual students with a focus on the written language and not on eradicating the student's native language in an effort to teach standard Spanish. Therefore, instruction for bilingual students requires pedagogical approaches that focus on reading and writing skills.

In the book, *Teaching Spanish to the Hispanic Bilingual* (Valdes; Lozano; & Garcia, 1981), pedagogical implications are discussed about teaching Spanish to the Spanish-speaking in the U. S. The authors felt that presently Hispanics are more aware of the importance of the Spanish language in maintaining and preserving their heritage. In regards to the teaching of Spanish in secondary schools, a number of junior and senior high schools in the U. S. have Spanish language classes where native speakers and non-native speakers are assigned to different sections. However, pedagogical implications concerning the teaching of Spanish to bilingual students have not yet been fully developed because of the different levels of Spanish proficiency that Hispanic students bring to class. In addition, Hispanic students usually represent different nationalities and they are at different levels about the amount of exposure to their heritage language and culture.

As mentioned earlier in the introduction section of this study, Valdes describes the different types of Hispanic students who enroll in Spanish courses designed for native speakers of that language. These courses are available primarily in the states of California, New Mexico, Arizona, and Texas. For example, some students are new arrivals with good or little schooling in their Spanish speaking country. Other students are U. S. born and raised who might have had access to bilingual instruction in the U. S., were educated only in English, and who might have good or no academic skills in Spanish. Their oral fluency in Spanish also fluctuated depending on the Spanish language variety to which they were exposed.

Valdes (1995) identified fundamental questions that educators and researchers need to address to solve many of the unanswered questions related to the design and

implementation of courses for Spanish as a heritage language students. Some of those questions are as follows:

1) What can be done in the classroom to create an environment in which standard language can be acquired?;

2) How much access to the standard language is necessary before particular features are noticed and acquired?;

3) Does avoidance of stigmatized features and production of standard features depend on the development and use of an internal monitor? How does the monitor develop?;

4) What sets of activities promote language awareness?;

5) What kind of language exposure provides the most benefit?;

6) What kinds of exposure (e.g., reading, writing, viewing and analysis of videos, studying formal grammar) contribute most to the acquisition of an alternative set of rules?; and

7) How is a prestige dialect acquired in natural settings? (p. 109).

Answers to the questions above could assist in resolving many issues concerning the teaching of Spanish as a heritage language. They might also facilitate the writing of appropriate curricula and materials, and the identification of appropriate instructional strategies. They might create opportunities for appropriate teacher staff development, and a greater chance for success of Spanish as a heritage language programs.

2.7 Heritage Languages and Socio-cultural and Political Implications

The overall conclusions from Cummins and Danesi's (1990) indicated that heritage language education in Canada does not have detrimental effects on a child's performance throughout the curriculum. On the contrary, the students maintain and enrich their language

and culture. However, Cummins and Danesi (1990) felt that an additional challenge to heritage language education is the lukewarm support for the use of public monies. Some of the controversies are related to staffing, segregation of school communities, financial burdens, social tensions, and the debate of public political opinion and philosophies about the best way to absorb immigrants into the educational system. For example, if the focus switches from public political opinion to the educational opinion of teachers, parents, and students, there is general satisfaction with heritage language programs in Canada.

In the United States, there is a divergence of opinions about the aims of bilingual education. Some educators and researchers emphasize English language skills, others emphasize the importance of second and even third languages, while still others focus on the non-academic outcomes such as moral and social skills, employment, drop-out rates, and self-esteem. For some educators and researchers, pluralism, biculturalism and multilingualism are desirable outcomes. For others, the assimilation of minority languages is important, and for even others the integration of minorities within the overall society is the important outcome. These indicate that there is a variety of values and beliefs among different interest groups (Baker, 1993).

The socio-political climate of a community tends to dictate the direction languages take, in particular, foreign languages. Fishman (1972) refers to language behavior as one that depends on the social reality of a community which helps to reinforce it or to change it according to the values and beliefs of its people. Therefore, language is a private and a public affair.

Jakobovits (1970) felt that the attitudes of people and governments toward languages pertain to the larger socio-cultural context based on the attitudes that prevail within the community. Language loyalty and language maintenance activities within a community can have important effects. For instance, the early exposure to language experiences might affect language aptitude, interest in second language study, attitudes toward the target culture, and ethnocentrism. Also, attitudes toward language "purity" which influence learning strategies such as resistance to interference and inter-culture. In addition, Jakobovits felt that pressures toward bilingual education, bilingual requirements for employment, environmental conditions that affect the nature of attained bilingualism, the nature of communicative competence, and the bilingual dominance determine the attitudes of people.

All of the above produce divergent thinking based on underlying personal values, beliefs and opinions which place language and politics together. For example, the Spanish language has increased in importance with the influx of Mexicans, Cuban, and Central American immigrants and their language has been the focus of national debates.

On June 2, 1998, the Ron Unz Initiative (Proposition 227) in California succeeded to outlaw bilingual education and replaced it with English immersion in schools. This initiative was primarily aimed at not teaching Spanish in California schools to language minority Hispanic students. Yet, the National Research Council (Snow, C., Burns, S. & Griffin, P., eds., 1998) in its book *Preventing Reading Difficulties in Young Children* found that initial literacy instruction in a child's native language should be provided whenever possible and it suggests that "literacy instruction should not be introduced in any

language before some reasonable level of oral proficiency in that language has been attained" (p.238).

In a November 1998 issue of *USA Today* newspaper, Puente and Morello (1998) announced that after California voters passed Proposition 227 in June, 1998, bilingual education was supposed to be dismantled. But in the 1,000 school districts and 8,000 California schools, bilingual education faded in some schools but flourished in others. During the 1998-1999 school year, some California school districts were in disagreement with the new law and parents took advantage of a provision in the law that allowed them to keep their children out of English immersion classes. They signed a waiver which entitled their children to remain in bilingual education classes taught primarily in Spanish. Following is a list of school districts with percentages of LEP students whose parents opted out of English immersion classes:

Table 2.6

Opted Out of English Immersion

School District	Total Enrollment	#LEP students	#LEP students On waiver
Los Angeles	681,000	310,000	3.5%
San Diego	136,000	37,500	20%
Fresno	78,000	26,000	7.6%
Santa Ana	54,000	38,000	9%
Oakland	53,000	38,000	33%
San Bernardino	48,000	11,400	9%
San Jose	32,000	9,000	20%
Gilroy	9,000	2,200	28%

Source: *USA Today*, November 13, 1998.

Figures from Table 2.6 show that 33% of students in Oakland School district were still enrolled in bilingual education classes in 1998 versus only 3.5% of students in the Los Angeles school district which is also the largest in the state of California. This information suggests that although most students were enrolled in English immersion classes, there was still a large number of students who were placed in bilingual education programs because educators and parents in those school districts view them as an academic and social need.

In regards to parents, Wong-Fillmore (1991) a researcher from the University of California at Berkeley conducted a study using surveys and interviews with language minority families from across the nation. The purpose of her study was to determine the extent to which family language patterns were affected by their children's early learning of English in preschool programs. Families whose children had attended preschool programs conducted exclusively in Spanish served as a base of comparison for the families whose children attended English-only or bilingual preschools.

Parents were asked whether they thought their children were able to speak the home language as well as children their age should. Parents' answers confirmed that early exposure to English leads to language loss and when they could communicate with their children these parents felt hindered. Wong-Fillmore described an example of a parent who had to deal with the family breakdown that the loss of the home language caused;

> One family that has been in the United States for nearly 20 years revealed the extent to which breakdown in family communication can lead to the alienation of children from their parents. The four children, who are now teenagers, have completely lost their ability to speak or understand Spanish. The children are ashamed of Spanish, it was reported. They do not acknowledge it when their parents speak it, even though it is the only language parents know. The mother reported that her 17 year old is having

> problems in school. She has tried to influence him but can't because he doesn't understand her (p. 34).

Examples as the one above are common among language minority families across the United States. In California, many parents are taking an active role in not allowing the Unz initiative breakdown communication with their children.

The debate over language has at least three aspects: Language as a problem, language as a right, and language as a resource. These aspects cause contradiction among people that on one hand agree that the United States should make foreign language acquisition a priority in schools. On the other hand there is a group of people who believe in assimilating immigrants to the mainstream American culture which in itself is a varied nation made up of many cultures and languages. It seems like the debate about bilingual education has been over language policy and not about education (Izaguirre, 1998).

The support of teachers of Spanish as a foreign language for teaching Spanish as a heritage language to Hispanic students will depend in great part on their socio-political attitudes toward developing the residual competence of the Spanish-speaking Hispanic students in their classes. Therefore, this study will attempt to examine the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic high school students.

2.8 Chapter Summary

This chapter provided a better understanding of the research problem. For example, Krashen's (1996) interest was to gather and review studies that dealt with public opinion toward bilingual education. He concluded that the type of questions or statements asked

in polls and surveys determine supportive or not supportive attitudes of people toward their concept of what bilingual education is or should be.

Using a more specific population, Fernandez and Nielsen (1986) compared heritage language proficiency with school success. They concluded that when Hispanic high school students were exposed to Spanish in school, they performed slightly better in English and had higher educational aspirations than English monolingual Hispanics.

Cummins (1980) proposed the Iceberg Analogy of bilingual education representing it graphically with an iceberg and two surfaces. These surfaces indicate a language on each to say that for social and interpersonal communication, two distinctive languages are used. But the base of the iceberg represented the common underlying proficiency of the two languages which means that common characteristics in the two languages are used to acquire academic language skills.

In contrast, Toukomaa and Skutnabb-Kangas (1977) had a different position on bilingual education. They felt that a student might not use the native language to advance academically because he/she might have limited or no skills in one of the languages which have educational implications for the interest or lack of interest in student learning.

In terms of language attitudes of teachers, Byrnes and Kiger (1994) examined the attitudes of regular classroom teachers toward children who were limited English proficient (LEP). They concluded that:

1) Language attitudes of teachers were related to teacher expectations of student performance;

2) The attitudes of teachers could facilitate or be an obstacle to learning English for LEP students; and

3) That some teachers had negative attitudes toward some ethnic student groups while other teachers had a desire for contact with that group.

The Language Attitudes of Teachers Scale used in Byrnes and Kiger's study was helpful to this researcher in making the decision to use it in this study as one of the data collection tools.

Lucas's (1993) study reported effective strategies used with language minority students in secondary schools. This work helped me recognize some elements that schools can use to embrace language minority students and promote higher levels of academic achievement. Lucas found that staff at the schools he studied provided and promoted native language development through formal classes such as Spanish for Spanish speakers or through informal means such as the use of peer tutoring, bilingual instructional aides, or community resources. These actions and attitudes communicated to students that their language and culture were valued and respected.

Gougeon and Hutton (1992) examined the perceptions of teachers toward multiculturalism and the teachers reported that second language learners felt alienated from their peers and their own families. However, these students were high achievers. In a similar manner, Garcia (1991) interviewed teachers at schools with high achieving language minority students and found that the attitudes of teachers and principals were very positive toward students and their education and they were highly committed to their success.

In regards to attitudes of students, Lambert's (1963) research concentrated particularly on students' attitudes toward learning a second language. He found that a positive attitude toward the other language group and the determination to learn their language were determining factors in the development of second language skills.

In relation to attitudes of students, a group of Spanish I university level students were administered surveys (Gilsan, 1987) to examine their attitudes and perceptions about their enrollment in a Spanish I course. Students reported that they enjoyed the speaking skill of the language the most and more than half of the students felt they would continue the study of Spanish.

One of the most helpful authors was Valdes (1995) because she dealt directly with the teaching of Spanish to Hispanic students in high school which is at the core of this research project. Valdes described the different linguistic proficiencies and educational backgrounds of Hispanic students reminding educators to recognize what students bring to the classroom and what can be done to better assist them in developing their heritage language. She felt that most teachers of Spanish as a heritage language teach a standard Spanish found in textbooks and they tried to eradicate the Spanish language students bring with them to the classroom.

Many teachers of Spanish are unfamiliar with the Spanish language varieties and different cultural backgrounds of their students which presents a challenge when trying to meet their linguistic needs. Valdes suggested that teachers can use writing and reading as tools for instruction in heritage language programs. Also, she posed a series of questions for researchers, related to the design and implementation of these programs.

Cummins and Danesi (1990), reviewed heritage language education in Canada where there is a general satisfaction with related programs. They felt that students maintained and enriched their culture and that it was not detrimental to learning English. They also presented controversies for the support of heritage language programs which dealt with staffing, financial burdens, social tensions, and public and political debate about the best way to absorb immigrants into the educational system. Similarly, Baker (1993) argued that controversies and debates among the public and politicians about ways to educate immigrant students are due to the divergence of opinions about the aim of bilingual education. For example, for some people assimilation of language minority populations in the mainstream culture is important while for others pluralism and multilingualism are desirable outcomes.

Fishman (1972) pointed out that language behavior is mirrored in the behavior of society which can reinforce languages based on their beliefs and values or it can stifle them. Likewise, Jakobovits (1970) felt that attitudes of people and governments toward languages were related to language loyalty and language maintenance activities.

Izaguirre (1998) argued that there is enough evidence in the research that bilingual education is beneficial to students and not detrimental to their cognitive and linguistic abilities while Puente and Morello (1998) provided a synthesis about the battle in California's classrooms after Proposition 227 passed in the summer of 1998 to dismantle bilingual education. They summarized the percentage of LEP students enrolled in bilingual programs in spite of the proposition based on a waiver provided to parents.

In regards to parents, finally Wong-Fillmore (1991) concluded that families whose children had attended preschool programs conducted exclusively in Spanish maintained the home language compared to those who received preschool instruction only in English. When their parents cannot communicate with their children, they feel hindered and family breakdowns occur. She advocates against language loss and promotes additive bilingualism where children would not lose their home language in order to learn English.

This review of the literature afforded me the opportunity to understand the problem of teaching to language minority students and in particular, teaching Spanish to Hispanic students. I learned that political and social contexts influence our language attitudes towards the value of language learning. I read many articles dealing with administrators, teachers, students and the public's attitude toward languages but I was unable to find literature dealing specifically with the attitudes of teachers of Spanish as a foreign language toward teaching Spanish as a heritage language to Hispanic students. However, as I mentioned earlier, I was able to find the *Language Attitudes of Teachers Scale* (LATS) whose goal is finding out attitudes of teachers toward the use of English for public policy, governmental funding, instruction of limited English proficient students, and language of use of their parents. Based on its relevance to this research study, the LATS scale will be used as one of the instruments for data collection.

The literature review was also very helpful in finding out from researchers what other types of collection data tools were effective in their studies. In particular, studies that dealt with attitudes used surveys, structured interviews, and classroom observations which helped me to decide the use of structured interviews and an attitudinal survey.

The teaching of Spanish as a heritage language has been around for some time in the United States, but the different types of Hispanic students and their varying Spanish language proficiency levels continue to challenge educators as to how best address their linguistic needs. Findings from this literature review developed in me a greater interest and motivation to explore the attitudes of teachers of Spanish as a foreign language toward teaching Hispanic students in Louisiana high schools since this is an area that has not yet been fully explored.

CHAPTER 3

METHODOLOGY

This chapter consists of nine sections. The first section includes the four research questions of this study. The second section includes information about the participants and their settings. The third section includes information about the instruments selected for quantitative data collection. The fourth describes the quantitative data collection procedures. The fifth section provides information about the quantitative data analysis procedures. The sixth section is related to the selection of measures for the qualitative research. The seventh section describes the data collection and analysis procedures for the group interview. The eighth section provides information about the data collection and analysis procedures for the individual interviews, and the ninth section includes the limitations of this study.

3.1 Research Questions

The following questions served as a guide for this research study:

1) What are the attitudes of teachers of Spanish as a foreign language toward the Spanish language?

This question generated information about how teachers of Spanish as a foreign language felt about the importance of the Spanish language. For example, if teachers felt that the Spanish language is worth learning and if they felt there is a need to preserve it in Louisiana. These and other statements were included in the Attitudes of Teachers of Spanish as a Foreign Language Survey developed by the researcher. Another research question developed for this study was:

2) What are the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students?

Statements related to this question were also included in the Attitudes of Teachers of Spanish as a Foreign Language Survey. For example, this survey included statements to find out how teachers felt about teaching Spanish as a heritage language, should Hispanic students enroll in English classes as well as Spanish as a foreign language classes, and if teachers felt prepared pedagogically to teach Spanish to Hispanic students. These statement and others related to this question generated information that was the main focus of this study.

3) What are the attitudes of teachers of Spanish as a foreign language toward the role of English in the United States?

Statements related to this question were included in the *Language Attitudes of Teachers Scale* (LATS) that Byrnes and Kiger (1994) developed for their study on language attitudes of teachers. The scale included items that asked teachers how they felt about the spending of government financial resources for programs for language minority students, the importance of the English language to conduct businesses if to be considered an American one should speak English, and others. Some of the questions from this scale were included in the group interview question guide.

4) What are the attitudes of teachers of Spanish as a foreign language toward the use of English at school and at home in the United States?

The *Language Attitudes of Teachers Scale* was used to gather information related to this question. Examples of statements included attitudes of teachers toward the use of

English at the home of limited English proficient students, and if the rapid learning of English should be a priority for schools or the teaching of subject matter to limited English proficient students.

3.2 Participants and Setting

Twenty one teachers from 7 high schools of a school district participated in the piloting of the Attitudes of Teachers of Spanish as a Foreign Language Survey. For the scale and the final version of the survey the total number of high school teachers of Spanish as a foreign language who were invited to participate in the study totaled 68. Of the 68 teachers, 5 participated in a group interview representing two of the three school districts. In addition, 2 principals, 3 guidance counselors, and 4 teachers participated in individual interviews.

The participants' settings were three urban school districts with a total student population that ranged from 53,000 to 84,000. The number of high schools in these school districts ranged from 7 to 16, the number of teachers of Spanish as a foreign language ranged from 17 to 31, the Hispanic student population in the three schools that participated in individual interviews ranged from 150 to 600. All high schools offered Spanish as a foreign language during the 1998-1999 school year.

For purposes of data collection, the names of teachers were obtained from the Foreign Languages Program of the Louisiana Department of Education, the names of principals were obtained from Bulletin 1462-Louisiana Schools' Directory 1998-1999, and the names of guidance counselors were obtained at random directly from participating schools.

3.3 Selection of Measures for Quantitative Data Collection

A variety of data gathering measures were used for this study. Quantitative data was gathered from two language attitude instruments: the Attitudes of Teachers of Spanish as a Foreign Language Survey and the *Language Attitudes of Teachers Scale*. As Borg and Gall (1989) suggested "First search the literature to determine whether a scale suitable for your purposes has already been constructed" (p.432). Based on this premise, the *Language Attitudes of Teachers Scale* was selected from Byrnes and Kiger's (1994) study because it was suitable for the purposes of this study.

Borg and Gall (1989) also explained that if the researcher develops an attitude scale it should be pretested in order to collect reliability and validity evidence. The researcher was unable to find in the literature, a measure specific to teaching Spanish to Hispanic students, therefore, the researcher developed and pretested the Attitudes of Teachers of Spanish as a Foreign Language Survey. The results and procedures from the pilot to the final adoption of this measure are described in section 3.3.1.

3.3.1 Pilot of Attitudes of Teachers of Spanish as a Foreign Language Survey

This pilot survey was designed by the researcher with input from her dissertation committee chairperson who provided invaluable assistance and suggestions. It was also designed based on methodological recommendations from Converse and Presser (1989) who are experts in the field of handcrafting surveys. They suggested that measurement of intensity is useful for attitude questions because strength of feeling has shown to predict both attitude stability and attitude constraint.

Also, they suggested that the most commonly used intensity indicators in attitudinal studies are strongly agree, agree, disagree, and strongly disagree because these determine how strongly a position is felt. Similarly, Borg and Gall (1989) stated that "Likert scales are probably the most common types of attitude scales" (p.432). They suggested that one technique is to administer the measure to a small sample of respondents similar to those in the main survey to determine whether they are capable of expressing an informed opinion about the persons mentioned in the attitude items.

For purposes of this study and based on recommendations from researchers, the mentioned intensity indicators were included in the pilot survey as response choices for teachers. All high school teachers of Spanish as a foreign language from a school district were mailed the pilot survey. Responses to the survey were voluntary and anonymous. Of the 21 teachers who were mailed the survey, 13 responded.

The survey included 4 items that asked for demographic information and 15 Likert-type scale items that asked for information about the Spanish language and the implementation of Spanish as a heritage language programs for Hispanic students. The Likert-type response choices were assigned the following values:

1 = strongly disagree (SA), 2 = disagree (D), 3 = agree (A), and 4 = strongly agree (SA). These facilitated reporting the results and the calculation of percentages, means, variances, and standard deviations. Results were entered in a spread sheet of a Microsoft Works 4.0 software computer program and calculations were performed using the formulas found in the program. The 20 survey items were incorporated into the following parts:

Part I. Demographics - 5 items

Part II. Attitudes toward the Spanish language in Louisiana - 4 items

Part III. Teacher attitudes toward the implementation of Spanish as a heritage language for Hispanic Students - 12 items.

At the end of parts II and III of the survey a space was included where teachers could write any comments. Demographic items 1 to 4 were calculated using percentages and items 5 to 20 were calculated using percentages, means, variances, and standard deviations. Tables 3.1, 3.2, and 3.3 indicate the results of the pilot survey.

Table 3.1

Part I. Demographics

Items	1. Gender		2. Ethnicity		3. Spanish levels taught			4. Self-rated Spanish language proficiency level:			
	F	M	White	Hisp.	*L. I	L. II	L. III	Inter.	Adv.	Sup.	Nativ
# (n=13)	12	1	8	4	12	8	1	3	3	4	3
%	92	7	61	30	92	61	7	23	23	30	23

* L= level

Results in table 3.1 indicate that 92% of teachers who responded are female while the ethnicity of the majority of teachers (61%) is White. Most teachers taught Spanish levels I (92%) and II (61%). The respondents rated their Spanish language proficiency level in a variety of levels, 30% of rated themselves at the superior level.

Results of Part II of the pilot survey reported in Table 3.2 indicated that most respondents agreed that Spanish should be taught to most students in the state. Also, that Spanish plays an important role in the state. Similarly, most teachers had positive attitudes toward local communities needing to preserve the Spanish language.

Table 3.2

Part II. Attitudes toward the Spanish Language in Louisiana

Items	n=13	% SA=4	% A=3	% D=2	% SD=1	M	S. D.
5. Spanish should be taught to most students in this state		38	46	15	7	3.1	0.90
6. The Spanish language plays an important role in this state		38	53	7	0	3.3	0.63
7. Local communities need to preserve the Spanish language		23	76	0	0	3.2	0.44
8. Spanish is a language worth learning		92	7	0	0	3.9	0.28

Ninety two percent (92%) strongly agreed that Spanish is a language worth learning. Results for part III are reported in Table 3.3 where items 9 to 12 indicated that teachers who responded had positive attitudes toward the academic benefits of teaching Spanish to Hispanic students. However, in item 13 more than half of teachers disagreed with the statement because they feel that they are not pedagogically prepared to teach Spanish as a heritage language to Hispanic students.

In item 14 teachers sent the message that most of them can recognize the dialectal variations of the Spanish language and a little more than half (53%) of teachers felt positive about their willingness to teach Spanish as a heritage language. Results from item 16 indicated that teachers felt positive about redesigning the current high school Spanish curriculum to teach Spanish to Hispanic students but item 17 indicated that teachers felt that if Spanish as a heritage language should be taught, it should be done as a separate course from Spanish as a foreign language.

Item 18 asked teachers if they would feel self-conscious about their Spanish language proficiency if they had Hispanic students in their classes and most of them disagreed or strongly disagreed with that statement. Most teachers also disagreed that the Spanish of Hispanic students is better than theirs.

Table 3.3

Part III. Teacher Attitudes toward the Implementation of Spanish as a Heritage Language

Items n=13	SA=4	A=3	D=2	SD=1	M	S. D.
9. Teaching Spanish to Hispanic students contributes to their academic achievement	38	61	0	0	3.3	0.51
10. Hispanic students should enroll in English classes as well as in Spanish as a foreign language classes	76	23	0	0	3.7	0.44
11. Teaching Spanish to Hispanic students will enhance their language skills	61	38	0	0	3.6	0.51
12. Teaching Spanish to Hispanic students will preserve their family heritage	61	38	0	0	3.6	0.51
13. Spanish teachers are prepared pedagogically to teach Spanish as a heritage language to Hispanic students	0	23	53	23	2.0	0.71
14. Spanish teachers recognize the dialectal variations of the Spanish language	7	53	38	0	2.6	0.63
15. Most Spanish teachers would be willing to teach Spanish as a heritage language in this area	0	53	46	0	2.5	0.52
16. The Spanish of high school curriculum in this area could be designed to teach Spanish to Hispanic students	23	61	0	15	2.9	0.95
17. Spanish as a heritage language should be taught separately from Spanish as a foreign language	61	38	0	0	3.6	0.51
18. Spanish teachers would feel self-conscious about their Spanish proficiency level if they had Hispanic students in their classes	7	30	38	23	2.2	0.93
19. The Spanish of Hispanic students is usually better than that of Spanish teachers	0	30	46	23	2.0	0.76
20. Universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses.	30	61	0	7	3.1	0.80

For item 20, 91% of teachers agreed or strongly agreed that universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses.

To establish internal consistency reliability, Borg and Gall (1989) suggested that Cronbach's Coefficient Alpha is the appropriate method for computing reliability because it can be used when items are not scored dichotomously. This is when test items have several possible answers each of which is assigned a different weight. Since the pilot survey items met this criteria, Cronbach's Coefficient Alpha was used to compute the reliability of the items as shown in table 3.4.

Table 3.4

Cronbach's Coefficient Alpha Results of Pilot Survey Items

Item #	Sum of variances =0.46	Variance of total score	Coefficient Alpha
Item 5		0.74	0.92
Item 6		0.36	1.00
Item 7		0.17	1.00
Item 8		0.07	1.00
Item 9		0.36	1.00
Item 10		0.17	1.00
Item 11		0.23	1.00
Item 12		0.23	1.00
Item 13		0.46	1.00
Item 14		0.36	1.00
Item 15		0.24	1.00
Item 16		0.84	1.00
Item 17		0.23	1.00
Item 18		0.79	1.00
Item 19		0.53	1.00
Item 20		0.59	1.00

Responses to the pilot survey items 15 to 20 were entered in a Microsoft Works 4.0 software spread sheet, then the Cronbach's Coefficient Alpha formula was used to compute their reliability, (#of items/(#of items-1)*((Variance of the total score-Sum of the Variances of the items)/Variance of the total score). Results obtained for reliability internal consistency are presented in Table 3.4 and except for item 5 that reached a score of 0.92 all other items reached a score of 1.00 which indicates that the items have internal consistency reliability. Therefore, the survey became suitable to be used as the main survey. In addition to the internal consistency reliability, the survey provided construct validity because the participants were teachers of Spanish as a foreign language and demonstrated to have had experience with Hispanic students in their classes. This helped determine that they had sufficient knowledge and understanding to express a meaningful opinion about the topic as Belson (1981) recommended. For example at the end of parts II and III of the survey, teachers could write comments if they wished. A comment from one of the teachers in relation to item 17 said;

> I strongly agree that we need to separate students of a Hispanic background from American students in the Spanish classes. I taught high school in Florida and we separated the students. I even taught Spanish for Spanish speakers. It is intimidating for Americans to have natives in their classes.

Another teacher offered the following comment;

> I have (Hispanic) students that take Spanish not because they want to but because their parents make them. Those students don't try and become a disruption in my class. I feel it is very important that Spanish be a student's choice. Since Spanish foreign language became a requirement for TOPS, the caliber of students in my classes has gone down. It's difficult to teach students who don't want to learn and don't care.

A third teacher wrote "I believe Spanish language is the best language to teach to Hispanics and non-Hispanics alike."

The integrity of the survey items was maintained. Only minor changes were made before adopting it as the final and main survey. For example, comments were not requested at the end of parts I and II in the final survey. In the pilot survey item 6 was written as: "The Spanish language plays an important role..., for the final survey the wording was changed to Spanish plays an important role. In item 10 the word "in" was added to Spanish in the final survey. Item 13 changed from "Spanish teachers are pedagogically prepared to teach Spanish as a heritage language to Hispanic students" to "Spanish teachers are prepared pedagogically to..." and item 16 changed from "The Spanish of high school curriculum could be designed to teach Spanish to Hispanic students" to "The Spanish high school curriculum..."

The internal consistency reliability and construct validity were also determined for the final survey based on the results obtained. Table 3.5 shows the calculations. These Cronbach's Coefficient Alpha calculations indicated that all the coefficient values were identical to the results obtained in for the pilot survey items. That is, all items reached 1.00 and item 5 reached a score of 0.92. This demonstrated the internal consistency reliability of the measure. In addition, as Borg and Gall (1989) recommended, a measure dealing with attitudes generally be constructed with at least 10 items. The survey included 12 items that dealt with attitudes of teachers toward teaching Spanish to Hispanic students and 4 items dealing with the attitudes of teachers toward the use of the Spanish language.

Table 3.5

Cronbach's Coefficient Alpha Results of Final Survey Items

Item #	Sum of variances =0.05	Variance of total score	Coefficient Alpha
Item 5		0.50	0.92
Item 6		0.76	1.00
Item 7		0.61	1.00
Item 8		0.18	1.00
Item 9		0.45	1.00
Item 10		0.40	1.00
Item 11		0.53	1.00
Item 12		0.33	1.00
Item 13		0.74	1.00
Item 14		0.74	1.00
Item 15		0.75	1.00
Item 16		0.76	1.00
Item 17		0.79	1.00
Item 18		0.95	1.00
Item 19		0.56	1.00
Item 20		0.65	1.00

3.3.2 *Language Attitudes of Teachers Scale (LATS)*

This instrument was found by the researcher when reviewing the literature. It was selected because it is an appropriate method of data collection in second language research. Johnson (1992) states that questionnaire construction is not simple, therefore it is sensible to use items that have been developed based on sound theory and carefully assessed in previous studies. More important, Borg and Gall (1989) believed that "a questionnaire dealing with attitudes must generally be constructed as an attitude scale and must use a number of items (usually at least 10) in order to obtain a reasonable picture of the attitude concerned" (p.432).

Borg and Gall (1989) also recommended that "if you are planning to collect information about attitudes, first search the literature to determine whether a scale suitable for your purposes has already been constructed" (p.32). Therefore, the researcher of this study followed the recommendations of the mentioned researchers and conducted both the construction of an attitude survey and selected the *Language Attitudes of Teachers Scale* from the review of the literature as a suitable measure to conduct research because this research dealt with Hispanic students. They are a linguistic minority population and some have limited English proficiency.

Byrnes and Kiger (1994) developed the *Language Attitudes of Teachers Scale* (LATS). Its objective is to measure the attitudes of teachers toward linguistic diversity. The items refer to students of limited English proficiency and how teachers feel about the English language and its role at home and at school.

The scale consists of 13 Likert-type scale items. Byrnes and Kiger (1994) determined that the higher the scale score the less tolerant the participant was about linguistic diversity. Items were scored, 1 =strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree which obtained a mean of 33.07 and a standard deviation of 7.66. Scale items were developed from a variety of sources, interviews with regular classroom teachers, a review of the literature on language attitudes of teachers and parents, and a review of the English-only movement literature on public opinion.

Reliability measures included tests of internal consistency among items and test-retest analysis. The alpha reliability coefficient was .81. The analysis resulted in three sets of factors, language politics, LEP intolerance, and language support. The items were inter-

correlated among scores and ranged from .12 to .34 which indicated that the factors measured different but related to dimensions of language attitudes.

Construct validity was assessed by its association with an item measuring whether a teacher would be willing to have a LEP student in his or her classroom. Results indicated that there is an association between negative attitudes toward some group and desire for contact with that group. For this study, the LATS scale was used to answer the research questions, What are the attitudes of teachers of Spanish as a foreign language toward the use of English at school and at home in the United States? and What are the attitudes of teachers of Spanish as a foreign language toward the use of English in the United States?.

The 13 items of this scale were subdivided in the following parts;

Part I. Attitudes toward the English language - 5 items, and

Part II. The use of English at home and at school - 8 items

3.4 Data Collection Procedures for Attitudes of Teachers of Spanish as a Foreign Language and *Language Attitudes of Teachers Scale*

Permission to conduct research was requested to the Office of Sponsored Research at Louisiana State University. An application for exemption from institutional oversight, and a research project protocol were submitted to that office. Permission to conduct research was granted to the researcher in January of 1999.

Letters requesting permission to conduct research were sent to the three participating school districts. In January of 1999, permission was granted by all three school districts for the researcher to contact their teachers. A cover letter was mailed to 68 teachers requesting their voluntary and anonymous participation by completing the

Attitudes of Teachers of Spanish as a Foreign Language and the *Language Attitudes of Teachers Scale*. The mailing included a self-addressed and stamped envelope. In addition, teachers were asked to fill out their name, address, and phone numbers in a section found at the end of the letter if they wished to participate in the group interview. Of the 68 surveys and scales, only 28 were received by the end of January 1999. Therefore, the researcher conducted three follow-ups to increase the response rate.

1) First follow-up

Since of the 68 surveys and scales only 28 were received, the researcher conducted the first follow-up during the first week of February, 1999. A letter was sent to all 68 teachers as a reminder and to request their assistance with the research study. By February 15, 1999 the researcher received 6 more surveys or 50% of the total teacher population.

2) Second follow-up

A second follow-up consisted of phone calls to the schools of teachers. This was not an efficient avenue because teachers were in class and the researcher was only able to leave messages. Only two teachers returned the calls requesting additional copies of the instruments because they had misplaced them.

3) Third follow-up

After the response rate of teachers of only 50%, the researcher and the research advisor developed a follow-up letter to increase the return rate. This letter was written on Louisiana State University letter head, was signed by the research advisor, and it was co-signed by the researcher. The letter was mailed to all teachers in March of 1999. It included copies of the survey and the scale and a self-addressed and stamped envelope. By

the April 4,1999 deadline, 12 more instruments were received totaling of 48 of 68. The return rate achieved was 70%.

3.5 Data Analysis Procedures for Attitudes of Teachers of Spanish as a Foreign Language and *Language Attitudes of Teachers Scale*

Survey and scale responses were placed in spreadsheets using a Microsoft Works 4.0 computer software program. They were entered in its corresponding category with values assigned as follows: SA (strongly agree) = 4, A (agree) = 3, D (disagree) = 2, SD (strongly disagree) = 1, and no responses were given value of 0. Percentages, means, variances, and standard deviations were calculated. In addition, internal consistency reliability was calculated for each item using Cronbach's Coefficient Alpha to compare the results with the pilot survey results. The formula used was (#of items/(#of items-1)* ((Variance of the total score-Sum of the Variances of the items)/Variance of the total score).

The final survey mean was 3.15 which indicated that respondents agreed with the statements asked and the standard deviation was 0.13 which indicated that there was a small amount of distance from the mean. The results of the final survey were similar to those from the pilot survey. For the 4 demographic items of the survey , gender, ethnicity, self-rated Spanish proficiency level, and Spanish proficiency level taught, only percentages were calculated and reported. The interpretation of results was carried out using the percentages to indicate whether teachers had positive or negative attitudes toward a particular item on both the survey and the scale.

Based on the calculations and interpretation of the survey and the scale data, the results were summarized in tables. In addition, the researcher selected the items where teachers showed divided opinions and developed a guide of questions for use during the group interview. The final version of the survey provided findings for two of the research questions; What are the attitudes of teachers of Spanish as a foreign language toward the Spanish language?, and What are the attitudes of teachers of Spanish as a foreign language toward teaching Spanish as a heritage language to Hispanic students?.

The scale results provided information for the research questions, What are the attitudes of teachers of Spanish as a foreign language toward English in the United States and What are the attitudes of teachers of Spanish as a foreign language toward the use of English at home and at School?.

3.6 Selection of Measures for Qualitative Data Collection

Based on information from the review of the literature, in addition to surveys and scales, attitudes of teachers can also be measured by conducting interviews. For this study, one group interview and nine individual interviews were conducted using question guides. The procedures and principles for developing the questions were supported by Gall, D., Borg, W., and Gall, J. (1996) who felt that the major advantage of interviews is their adaptability. "Interviewers can follow up a respondent's answers to obtain more information and clarify vague statements" (p.289). These researchers suggested that respondents can provide information that they probably would not be revealed through other data collection methods.

The guiding questions for the group interview were developed from the survey and scale findings in which teachers reported divided opinions and in order to clarify those findings. Question guides for individual interviews were developed from the group interview results to obtain additional information about teaching Spanish as a heritage language to Hispanic students since the results from the scale, the survey, and the group interview did not reveal specific information about that particular topic of research.

The guiding questions for individual interviews did not contain pre-specified variables but they involved a predetermined sequence of questioning and maintained the same wording to minimize the possibility of bias. Gall, D., Borg, W., and Gall, J. (1996) supported this researcher's decision by explaining that the approach of predetermined sequence and wording "is particularly appropriate when several interviews are used to collect data" (p.310).

Data gathered from question guides was supplemental information to generalize the findings to the population the sample represented. Gall, D., Borg, W., and Gall, J. (1996) supported this by saying that "The focus of generalizing to a population is characteristic of qualitative research, but not of quantitative research" (p. 289).

3.6.1 Group Interview Guiding Questions

Gall, M., Borg, W., and Gall, J. (1996) indicated that interview formats are not tightly structured to help respondents express their view of a topic in their own terms. They pointed out that group interviews address questions to a group of individuals who are selected because they are well informed about the research topic. For this study, respondents were not selected for the group interview, instead they voluntarily signed-up

to participate. All participants were placed at ease by the interviewer and they were free to express their opinions. Denzin, N. and Lincoln, Y. (1994) explained that establishing rapport, a friendly, and a flexible atmosphere are important to help provide unbiased and valid results. The question guide for the group interview originally contained 11 questions but it was revised to contain only 8 because three of them were incorporated with the others. A copy of the question guide can be found in Appendix B at the end of this document.

3.6.2 Individual Interviews' Guiding Questions

In order to obtain additional data to clarify, support, and supplement the findings from the group interview regarding the linguistic needs of Spanish literate and non-literate Hispanic students, three sets of guiding questions were developed from the group interview to conduct the semi-structured individual interviews with principals, guidance counselors and teachers. Fontana and Frey (1994) recommended that structured interviewing refers to a situation in which an interviewer asks each respondent a series of preestablished questions in the same sequence. The recommendations from the mentioned researchers were followed fro this study. The questions guided the process of obtaining data which provided a better understanding about the research problem. For counselors, the guiding questions asked were:

1) How many Hispanic students do you have this year?. Of those, how many are literate in their native language?, and how many speak the language but are not literate in their native language?,

2) How do feel about offering Spanish for speakers' courses for Spanish literate and non-literate Hispanic students to develop their literacy skills in Spanish and still obtain the two foreign language credits to fulfill graduation requirements?, and

3) How do you feel about scheduling literate Hispanic students in Spanish III, IV, and/or AP courses so they can continue to develop their literacy skills in Spanish and still obtain credits to fulfill graduation requirements?. For teachers, the guiding questions asked were:

1) How many Hispanic students do you have this year?. Of those, how many are literate in their native language?. How many speak the language but are not literate in their native language?,

2) How do you feel Spanish for Spanish speakers' courses can be offered at this school for non-literate Hispanic students?,

3) How do you feel about placing Spanish literate students in Spanish III, IV, and/or AP?. Do you think teachers would be able to accommodate them in their Spanish III, IV, and/or AP classes so they can be challenged and not get bored?, and

4) What do you think is needed for teachers to become prepared to teach Spanish to the two types of Hispanic students?. For Hispanic students to sign up for the courses and for parents to encourage their children to take the courses?. And for principals, the questions asked were:

1) How many Hispanic students do you have this year?. Of those, how many are literate in their native language?, and how many speak the language but are not literate in their native language?,

2) How do feel about offering Spanish for speakers' courses for Spanish literate and non-literate Hispanic students to develop their literacy skills in Spanish and still obtain foreign language credits to fulfill graduation requirements?, and

3) How do you feel about placing this type (literate) of Hispanic students in Spanish III, IV, and/or AP courses so they can continue to develop their literacy skills in Spanish and still obtain credits to fulfill graduation requirements?.

3.7 Data Collection and Analysis Procedures for Group Interview

The interview was semi-structured and a question guide was developed in advance Respondents were contacted by phone and then by a letter describing briefly the purpose of the study, the date, the time, and the location of the interviews. Also, the letter assured the confidentiality and anonymity of the respondents.

A release form was developed in advance to tape record the interview. The researcher was the interviewer and she established rapport with the respondents as well as a friendly, and a flexible atmosphere. The researcher identified herself as a doctoral candidate and a former Spanish teacher in order to develop trust among the respondents.

3.7.1 Data Collection Procedures for Group Interview

Seven teachers voluntarily filled out the bottom portion of the letters that were sent with the survey and the scale. The researcher contacted each teacher to verify their wish to participate in the group interview. The interview was scheduled on April 15, 1999 after school hours in a centrally located area. Of the 7 teachers who signed up, 5 showed for the group interview. All teachers were female, four were Hispanic and one was Anglo. Their teaching experience ranged from 2 to 20 years. Teachers were assigned fictitious names

to protect their identity when the interview results were reported in this study. These teachers represented four individual schools from two urban school districts.

At the beginning of the interview, the researcher described the study briefly and asked teachers to sign a release form to give their permission for the researcher to audio tape the interview and use their information in the study. Questions were asked face to face. The interview was scheduled for one hour, but it lasted two and a half hours because each teacher took turns to express own opinions about the 8 questions contained in the interview guide. The researcher transcribed the recorded interview word by word in a computer document of the word processing program Wordperfect 6.0. The interview document generated 30 single spaced pages.

3.7.2 Data Analysis Procedures for Group Interview

The interview data was analyzed by coding variables on the transcriptions' hard copies if at least three of the five respondents agreed with the questions asked. The interpretation of the data indicated that teachers were in general agreement about the following themes:

1) English should be the official language of the U. S,

2) Teaching English and content matter at school should be a priority for LEP students,

3) Parents of LEP students should be counseled to speak their native language at home,

4) Teachers felt that Spanish as a heritage language courses should be taught separately from Spanish as a foreign language because of the different linguistic needs of Hispanic students, and

5) Teachers felt that the curriculum to teach Spanish as a heritage language should be different from the Spanish as a foreign language curriculum.

Further analysis of the interview content indicated that teachers offered suggestions for teaching Spanish as a heritage language courses to two types of Hispanic students. In addition, teachers suggested that those courses can be implemented if there is sufficient support from the school administration. This information served as the basis to develop question guides for individual interviews with other teachers, principals, and guidance counselors to obtain supplemental data to fully understand the research problem.

3.8 Data Collection and Analysis Procedures for Individual Interviews

Gall, M, Borg, A, and Gall, J (1996) recommended that semi-structured interviews involve "asking a series of structured questions and then probing more deeply using open-form questions to obtain additional information" (p. 310). Their recommendation was followed during this stage of the research. Prior to conducting each interview, participants signed a release form to give the researcher permission to tape record the interview and to use their information in the study.

Additionally, Gall, M, Borg, A, and Gall, J (1996) pointed out that the use of tape recorders " has several advantages over note taking for recording interview data for research" (p.320) because it reduces the tendency of interviewers to make unconscious selection of data favoring their biases. "The tape recording provides a complete verbal record, and it can be studied much more thoroughly" (p.320).

Individual interviews were developed from results of the group interview. A total of 9 interviews were conducted by the researcher from three urban high schools.

3.8.1 Data Collection Procedures for Individual Interviews

The three identified urban high schools had the largest number of Hispanic students that ranged from 150 to 600. The researcher selected the principals of each school, the three guidance counselors and two teachers were selected at random and two more teachers were selected because of their knowledge about the teaching of Spanish as a heritage language to Hispanic students.

The researcher contacted all participants by phone to request their participation in the individual interviews. The date and time of the interviews were scheduled. The location preferred by all respondents was their school site. A letter was mailed to these potential respondents stating briefly the purpose of the study, date, time, and location of the interview. The researcher developed a schedule of meetings based upon the convenience of the participants.

Question guides were developed in advance and they were used by the researcher following these steps when conducting the interviews:

1) When opening the interview the researcher presented herself as a doctoral candidate and as a former teacher,

2) The researcher established superficial rapport with the respondent,

3) The researcher asked the respondent to sign a release form so that the interview could be tape recorded and the information used in the study,

4) The researcher attended only to what the respondent said and not to nonverbal information, and

5) The researcher used a semi-structured approach by providing the respondents the flexibility to provide information in addition to what was being asked.

The interviews lasted from 35 to 45 minutes in length (total of 345 minutes or 6 hours, 25 minutes) and generated 48 single-spaced pages of transcribed research data. To maintain the identity of each of the three schools confidential, they were assigned letters, high school A, high school B, and high school C.

3.8.2 Data Analysis Procedures for Individual Interviews

All nine tape recorded interviews were transcribed word by word by the researcher and the information was entered in a computer software Wordperfect 6.1 document. Respondents were referred as counselor, teacher, and principal to protect their identity and confidentiality. Data was analyzed by coding variables in the transcriptions' hard copies if they were mentioned at least five times by the respondents. The interpretation of the data indicated that there are several barriers to providing Spanish as a heritage language courses for Hispanic students. These barriers were organized by the researcher according to the respondents who mentioned them at least five times during the interview. Gall, M., Borg, W., and Gall, J. (1996) suggested that responses to questions require the development of a category system to determine what kinds of outcomes were mentioned by respondents.

For the purposes of this study, outcomes were categorized and they are presented in table 3.6. The outcomes indicate that teachers and guidance counselors, in particular, shared similar opinions about the barriers that exist in their high schools regarding the implementation of Spanish as a heritage language for Hispanic students.

Table 3.6

Barriers to the Implementation of Spanish as a Heritage Language Courses for Hispanic Students Cited at Least Five Times by School Staff

Barriers	Cited by school staff
1) Lack of financial resources	Counselors and principals
2) Lack of appropriate instructional materials and proficiency tests	Counselors, principals, and teachers
3) Lack of scheduling options for Spanish as a heritage language courses	Counselors and teachers
4) Lack of enough Hispanic students to make up a class	Counselors, principals, and teachers
5) Two types of Hispanic students based on their Spanish literacy levels	Counselors and teachers
6) Spanish is an elective course and Hispanic students chose to take other elective courses	Counselors and teachers
7) Lack of staff awareness about the linguistic needs of Hispanic Students	Teachers
8) Lack of support from school administration	Teachers
9) Lack of properly trained teachers to teach Spanish as a heritage language courses	Teachers
10) Negative attitudes of Hispanic students toward teachers of Spanish as a foreign language	Teachers

3.9 Limitations of the Study

Gall, M., Borg, W., and Gall, J. (1996) stated that group interviews generally include 7 to 10 individuals. Only 5 respondents participated in the group interview conducted for this study. A larger number of respondents would have encouraged a wider sampling of opinions.

Additionally, these researchers stated that the group interview technique works best when all members are on an equal basis but respondents during the group interview for this study were not all on an equal basis. For example, members represented two different

school districts which have different educational procedures and policies in place. The sample that participated in the group interview might have provided biased opinions because four of five respondents were Hispanic and all respondents were female. Also, the interviews were conducted by the researcher who is Hispanic which might have impacted the responses of participants.

A larger number of respondents was desirable for the survey and scale because only 48 of 68 responded which might have providing more accurate results. However, the piloting phase of the survey provided valuable feedback to make appropriate modifications to the items so that the final version of the survey was accurate and that it provided the information sought.

CHAPTER 4

QUANTITATIVE RESEARCH RESULTS AND DISCUSSION

This chapter presents the results and discussion of the quantitative research conducted for this study. This chapter is divided into two sections. The first section presents the results and discussion of the Attitudes of Teachers as a Foreign Language Survey. The second section presents the results and discussion of the *Language Attitudes of Teachers Scale*.

The problem addressed in this study was that high school Spanish speaking Hispanic students are not being provided opportunities to develop their heritage language. Very few of these students enroll in Spanish as a foreign language courses and for those who do, teachers generally lack the skills to accommodate them in their classes. This study was focused on four research questions to explore attitudes of teachers; What are the attitudes of teachers of Spanish as a foreign language toward:

1) the role of English in the United States?,

2) the use of English at home and at school in the United States?,

3) The use of Spanish?, and

4) The teaching of Spanish as a heritage language to Hispanic students?.

4.1 Results and Discussion of the Attitudes of Teachers of Spanish as a Foreign Language Survey

As stated in Chapter 3, this survey consists of 20 items divided into 3 parts. The first part collected demographic data. The second part collected information on the research question: What are the attitudes of teachers of Spanish as a foreign language

toward the use of Spanish?, and the third part collected information for the following research question: What are the attitudes of teachers of Spanish as a foreign language toward teaching Spanish as a heritage language to Hispanic students?. Parts two and three contained Likert-type responses. To report the results, following is a table for each part of the survey. Demographic responses for items 1 to 4 are provided in table 4.1.

Table 4.1

Part I. Demographics

Items	1. Gender		2. Ethnicity				*3. Spanish levels taught					4. Self-rated Spanish language proficiency lev.			
	F	M	W	H	B	AM	L. 1	L. 2	L. 3	L. 4	L. 5	Inter.	Adv.	Sup.	Nat.
# (n=48)	38	10	23	16	8	1	37	35	15	11	1	8	19	7	14
%	79	21	48	33	17	2	77	73	31	23	2	17	39	14	29

F = female, M = male, W = White, H = Hispanic, B = Black, AM = American Indian
L. and lev. = level, Inter.= intermediate, Adv.= advanced, Sup.= superior, Nat. = native
* Percentages reflect that teachers taught more than one level.

Table 4.1 indicates that most respondents (79%) were females. The ethnicity of respondents was diverse but Whites (48%) consisted of almost half of all respondents. These results are consistent with those obtained from the pilot survey where the largest group who responded was White or 61% of teachers. Results from this survey that were also consistent with the pilot survey dealt with the levels of high Spanish taught.

As can be seen in Table 4.1, 77% of teachers taught levels I and II and 92% of teachers taught those same levels based on pilot survey results. Based on data collected from the Louisiana Department of Education as reported in the introductory chapter of this

study, the total number of students that enrolled in Spanish I during the 1996-1997 school year was 16, 516. Of those 9, 801 enrolled in Spanish level II, 1,248 enrolled in Spanish III, and 278 enrolled in Spanish IV.

When teachers were asked on the survey to self-rate their Spanish language proficiency, 39% responded that they were at the advanced level, 14% at the superior level and 29% were at the native level. In the pilot survey, 23% of teachers were at the advanced level, 30% were at the superior level and the 23% were at the native level. .

Discussion

The sample tended to be female and White. The Spanish levels that were commonly taught by Spanish teachers were levels I and II. This might be because some universities require only two consecutive years of a foreign language from their high school graduates, therefore students planning to enroll in those universities probably only take what is required. In addition, high schools usually offer a variety of elective courses that students can choose from and many students opt to enroll in those courses instead of Spanish.

Spanish levels III, IV and V are not frequently offered in high schools. Only 31% of teachers also taught Spanish level III, and Spanish level V was only offered by two of the teachers who responded. According to those interviewed, students in these higher Spanish levels are usually combined with students enrolled in Spanish II in order to create a full class of usually 25 to 30 students.

In Table 1.3 located of the introductory chapter of this study, the researcher listed the number of Hispanic students enrolled in Spanish as a foreign language courses and based on information provided by 15 teachers who participated in an informal survey.

Results indicated that 40 Hispanic students were enrolled in Spanish III and 27 in Spanish II during the 1997-1998 school year. This indicates that some schools accommodated Hispanic students to the extend that they could.

Regarding Spanish as a heritage language courses and as mentioned in the introduction chapter of this study in Table 1.1, Valdes (1995) described the oral communication characteristics of students who enroll in those courses. She divided the students in two groups, 1) newly arrived, who were characterized as English language learners with good or little schooling in Spanish and 2) U.S. born and raised, who were characterized as having good, limited or poor proficiency in English and good, limited or poor academic skills in Spanish.

Part II of the Attitudes of Teachers as a Foreign Language Survey consists of 4 statements that deal with the attitudes of teachers toward the use of the Spanish language. Results are reported in Table 4.2 using abbreviations of the survey response choices with the following corresponding values, Strongly Disagree (SD=1), Disagree (D=2), Agree (A=3), and Strongly Agree (SD=4). The numeric value assignment facilitated the analysis of responses when finding out the teachers' inclination toward a particular response. The following formulas were calculated:

=SUM(Range 3: Range 50). To add up all responses.

=AVG(Range 3: Range 50). To obtain the average or mean of responses for each item

= SD (Range 3: Range 50). The standard deviation was calculated to figure out the average amount the scores of the sample population deviated from the mean. Table 4.2 shows the results obtained from the statements in part II of the survey.

Table 4.2

Part II. Attitudes toward the Spanish Language in Louisiana

Items	n=48	% SA=4	% A=3	% D=2	% SD=1	M	S. D.
5. Spanish should be taught to most students in this state		43.7	45.8	8.3	2	3.3	0.71
6. Spanish plays an important role in this state		52	41.6	2	2	3.3	0.87
7. Local communities need to preserve the Spanish language		52	39.5	6	0	3.4	0.78
8. Spanish is a language worth learning		75	25	0	0	3.7	0.43

Note: items may not add to 100% due to rounding and/or missing cases.

Results from Table 4.2 indicate that most respondents (89%) agreed or strongly agreed that Spanish should be taught to most students in the state. The mean obtained from these results was 3.3 and the variability from the mean was 0.71. In the pilot survey, 84% of teachers agreed or strongly agreed with the same statement.

Teachers also agreed or strongly agreed (93%) that Spanish plays an important role in the state and in the pilot survey, 89% of teachers agreed or strongly agreed. Similarly, most teachers (91%) had positive attitudes toward local communities needing to preserve the Spanish language and in the pilot survey, 99% of teachers agreed or strongly agreed.

All (100%) teachers agreed or strongly agreed that Spanish is a language worth learning and in the pilot survey 99% of teachers agreed or strongly agreed with the same statement.

Discussion

Results of both the pilot survey and the final survey were very similar because most teachers were in agreement with statements 5 to 8. The opinion of teachers who responded

indicated that Spanish plays a very important role in the state and in the country. This might be due to several reasons including, 1) the geographical proximity of the U. S. and Latin America, 2) the numerous immigrants from Spanish speaking countries to the U. S. and those who are U. S. born and raised, 3) the growing commercial relations between the U. S. and Spanish speaking countries, and 4) the broader opportunities the Spanish language provides in the work place, for cross-cultural communications, and travel.

Teachers of Spanish as a foreign language who responded probably have professional and personal positive attitudes toward Spanish as a language worth learning because they teach that language and culture as their way to make a living.

Part III of the survey included 12 items related to the attitudes of teachers of Spanish as a foreign language toward the implementation of Spanish as a heritage language programs for Hispanic students. The results of this part of the survey are some of the most important because they are at the core of this study. The results are reported in Table 4.3 in the same fashion that Part II of the survey was reported.

Item 9 in Table 4.3 indicated that 91% of teachers agree or strongly agree with the statement that teaching Spanish to Hispanic students contributes to their academic achievement. In the pilot survey, 100% teachers were in agreement with the same statement. In item 10, 96% of teachers agreed or strongly agreed that Hispanic students should enroll in English classes as well as in Spanish as a foreign language classes. In comparison, 100% of teachers also agreed with that statement in the pilot survey. In item 11 of the survey, 96% of teachers agreed or strongly agreed that teaching Spanish to Hispanic students will enhance their language skills.

Table 4.3

Part III. Teacher Attitudes toward the Implementation of Spanish as a Heritage Language

Items	n=48	% SA=4	% A=3	% D=2	% SD=1	M	S. D.
9.	Teaching Spanish to Hispanic students contributes to their academic achievement	58	31	10	0	3.4	0.68
10.	Hispanic students should enroll in English classes as well as in Spanish as a foreign language classes	65	31	2	2	3.5	0.64
11.	Teaching Spanish to Hispanic students will enhance their language skills	68.7	27	2	0	3.6	0.73
12.	Teaching Spanish to Hispanic students will preserve their family heritage	58	37.5	4	0	3.5	0.58
13.	Spanish teachers are prepared pedagogically to teach Spanish as a heritage language to Hispanic students	16.6	27	47.9	8	2.5	0.86
14.	Spanish teachers recognize the dialectal variations of the Spanish language	25	41.6	27	6	2.8	0.86
15.	Most Spanish teachers would be willing to teach Spanish as a heritage language in this area	27	45.8	25	2	2.8	0.87
16.	The Spanish of high school curriculum in this area could be designed to teach Spanish to Hispanic students	31	52	10.4	4	3	0.87
17.	Spanish as a heritage language should be taught separately from Spanish as a foreign language	43.7	31	20.8	4	3.1	0.88
18.	Spanish teachers would feel self-conscious about their Spanish proficiency level if they had Hispanic students in their classes	16.6	35.4	29	18.7	2.5	0.98
19.	The Spanish of Hispanic students is usually better than that of Spanish teachers	2	29	47.9	20	2.1	0.75
20.	Universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses.	52	37.5	8	7	3.3	0.81

Note: percentages may not add to 100% due to rounding and missing cases.

These results can be compared to pilot survey results where 99% of teachers agreed or strongly agreed with the same statement.

In item 12 of the survey, 95% of teachers agreed or strongly agreed that teaching Spanish to Hispanic students will preserve their family heritage. In comparison, 99% of teachers agreed with the same statement when responding to the pilot survey.

Item 13 of the survey provided different attitudinal results from teachers. As one can determine from Table 4.3, the item asked if Spanish teachers felt prepared pedagogically to teach Spanish as a heritage language to Hispanic students. Fifty five percent (55%) of teachers disagreed or strongly disagreed with the statement while 78% of teachers also disagreed or strongly disagreed on the pilot survey results. These results might be due to teachers recognizing that teaching Spanish as a heritage language is different from teaching Spanish as a foreign language because of the type of student population and the Spanish language abilities of students. The 45% of teachers who agreed with the statement probably have Spanish proficiency at the superior or native levels and they have had more experience with the culture and language of Hispanics or are Hispanic themselves.

However, for item 14 of the survey 66% of teachers agreed or strongly agreed that Spanish teachers recognize the dialectal variations of the Spanish language compared to 60% of teachers who agreed based on pilot survey results. From these results, it seems like teachers felt that just recognizing the dialectal variations of the Spanish language is not enough to be prepared to teach Spanish as a heritage language.

Statement 15 asked if most Spanish teachers would be willing to teach Spanish as a heritage language in this area and 72% of teachers agreed or strongly agreed. In the pilot survey, 53% of teachers agreed or strongly agreed with the same statement.

In item 16, 83% of teachers felt that the Spanish high school curriculum could be designed to teach Spanish to Hispanic students compared to 84% of teachers who agreed or strongly agreed with the statement when they responded to the pilot survey. These results seem to convey that although teachers do not feel prepared to teach Spanish as a heritage language they feel that the high school Spanish curriculum could be designed to teach Spanish as a heritage language.

Findings reported in Table 4.3 regarding item 17 indicate that 74% of teachers agreed or strongly agreed that Spanish as a heritage language should be taught separately from Spanish as a foreign language compared to 99% of teachers who also agreed when responding to the item in the pilot survey. Teachers seemed to see the difference between the contents and type of students in both courses.

Results for item 18 show that 52% of teachers responded that they would feel self-conscious about their Spanish proficiency level if they had Hispanic students in their classes. But 61% of teachers disagreed or strongly disagreed with this statement in the pilot survey results. This might be due to teachers' Spanish proficiency levels, experience, and whether they had Hispanic students in their classes. For example, most respondents were English native speakers and since most Hispanic students have native-like oral proficiency in Spanish, teachers felt self-conscious. However, Hispanic students who are U.S. born or who have limited formal schooling in Spanish usually have difficulties in Spanish reading, writing, and grammar.

Findings from Table 4.3 regarding item 19 demonstrate that 67% of teachers disagreed or strongly disagreed that the Spanish of Hispanic students is usually better than

that of Spanish teachers. In comparison, 69% of teachers also disagreed or strongly disagreed with that statement when they responded to the same item in the pilot survey.

Teachers seemed to recognize the Spanish language weaknesses of Hispanic students but still some teachers felt self-conscious about their proficiency level. It looks like that this is related to the teachers' pronunciation and not to the formalities of the language.

Finally, item 20 asked teachers if universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses. Of teachers who responded, 89% agreed or strongly agreed compared to 91% of teachers who responded to the pilot survey.

Discussion

Byrnes and Kiger (1994) supported the finding that teachers' opinions and beliefs toward language minority students can either assist in advancing the educational needs of those students or they can stifle them. Based on survey findings, there was general agreement among teachers that teaching Spanish to Hispanic students contributes to their academic achievement, which will enhance their language skills, and which will help preserve their family heritage. Hispanic students should enroll in English classes as well as Spanish as a foreign language classes. Findings suggest that when Hispanic students enroll in Spanish classes, accommodations should be provided to meet their reading, writing, and grammar needs.

Most teachers seemed to recognize the differences within the Spanish language which might be due to the variety students representing different Spanish speaking countries in their classes. Valdes (1995) found that some high school teachers of Spanish as a foreign

language are unfamiliar with the language variations of their Spanish-speaking Hispanic students because generally, these teachers have been trained to teach standard Spanish with an emphasis on basic oral communication skills.

It looked like although most teachers recognize the dialectal variations of the Spanish language, the majority who responded to the final survey felt self-conscious about their proficiency level when they had a Hispanic student in their classes. But they also felt that the Spanish of Hispanic students was not better than theirs.

In most cases, it seems like Hispanic students have good oral communication skills in Spanish but those skills are limited for some because their exposure to the language has also been limited. This is the case of many U.S. born Hispanics, 1) whose parents have become proficient in English and this has become the dominant home language, 2) Hispanic students who refuse to communicate in Spanish but who understand a great proportion of the messages provided in that language, 3) Hispanic students who are able to communicate in Spanish but make many mechanical and grammar errors because they have not been exposed to formal instruction in Spanish.

At the beginning of this study the researcher believed that Spanish teachers did not like to have Hispanic students in their classes, but findings showed that most Spanish teachers suggest that Hispanic students should enroll in Spanish as a foreign language courses. Also, the majority of teachers reported that they were willing to teach Spanish as a heritage language to Hispanic students.

Garcia (1991) found that positive attitudes of teachers along with high expectations for students help ensure that the school climate is conducive to positive social interactions.

At the same time, positive attitudes of teachers toward language minority students' language and culture contribute to students' high academic achievement. In general, teachers who responded to the survey questions showed positive attitudes toward Hispanic students.

Teachers felt that it is not enough to have positive attitudes and be sensitive to Hispanic students. This is because most teachers believe that they did not feel prepared pedagogically to teach Spanish as a heritage language to Hispanic students. Also, most teachers felt that universities should include methodologies for teaching Spanish as a heritage language in their teacher preparation courses.

This finding was supported by Valdes (1995) who said that when Hispanic students enroll in Spanish as a foreign language courses, the teachers in these courses often find themselves unprepared to meet the Hispanic students' linguistic needs and to recognize their cultural background.

The final survey results were consistent with the pilot survey results except for item 18 in which there was disagreement among both groups regarding teachers feeling self-conscious about their Spanish proficiency if they had a Hispanic student in their classes.

The survey provided many interesting results but to expand the body of knowledge of the subject, the Language Attitudes of Teachers Scale (LATS) was also administered.

4.2 Results and Discussion of the *Language Attitudes of Teachers Scale*

As mentioned earlier, in addition to the Attitudes of Teachers of Spanish as a Foreign Language Survey, the *Language Attitudes of Teachers Scale* (LATS) was also mailed to teachers. Information was gathered through the use of this scale for research

questions; 1) What are the attitudes of teachers of Spanish as a foreign language toward the use of English at home and at school? and 2) What are the attitudes of teachers of Spanish as a foreign language toward the use of English in the United States?. The return rate achieved was 70% or 48 of 68 surveys.

As mentioned in chapter 3, the scale was divided into two parts. Part I dealt with the attitudes toward the role of the English language in the United States and consists of 5 items. Part II dealt with the use of English at home and at school and consists of 8 items. Also, like the *Attitudes of Teachers of Spanish as a Foreign Language Survey*, the scale contained Likert-type items ranging from strongly disagree to strongly agree. In addition, the scale has an additional response choice, "uncertain."

The following abbreviations and values were given to each response choice of Strongly Disagree (SD = 1), Disagree (D = 2), Uncertain (U = 3), Agree (A = 4), and Strongly Agree (SA = 5). Missing cases were given value of 0 when entering the data on spreadsheets of the Microsoft Works 4.0 computer program used. The same statistical functions of this program that were used to calculate survey results were also used to calculate responses of each scale item. Results from Part I are summarized in Table 4.4

Results in Table 4.4, item 1 indicate that more than half the teachers (52%) agreed or strongly agreed that one should speak English to be considered an American. The average response was 3.1 or uncertain and the standard deviation or the distance that each score deviated from the mean was 1.63.

Results for item 2 show that 70% of teachers strongly agreed or agreed that English should be the official language of the United States and for item 3, 75% of teachers agreed

or strongly agreed that they would support the government spending additional money to provide better programs for linguistic-minority students in public schools. The average response was 3.8 and results showed that there was one standard deviation from the mean.

Table 4.4

Part I. Attitudes toward the Role of the English Language in the United States

Items n= 48	% SA=5	% A=4	% U=3	% D=2	% SD=1	M	S D
1. To be considered American one should speak English	27	25	6	20.8	14.5	3.1	1.63
2. English should be the official language of the United States	41.6	29	0	8	18.7	3.5	1.62
3. I would support the government spending additional money to provide better programs for linguistic-minority students in public schools	31	43.7	10.4	2	4	3.8	1.19
4. Local and state governments should require that all government business (including voting) be conducted only in English	12.5	20.8	14.5	31	20.8	2.6	1.30
5. It is important that people in the U. S. learn a language in addition to English	72.9	22.9	4	0	0	4.6	0.62

From responses to item 4, 51% of teachers disagreed or strongly disagreed that local and state governments should require that all government business (including voting) be conducted in English. The average response was 2.6 which means that teachers tended to disagree. The remaining 49% of teachers either agreed with the statement or were uncertain about how to respond.

Statement 5 asked teachers if it is important that people in the U. S. learn a language in addition to English. Results indicated that the majority of respondents strongly agreed

(72.9%) with the statement. The average response was 4.6 or agree. This finding helped explain the teachers' disagreement with the previous statement concerning the use of English to conduct government business.

Most teachers were in agreement with the idea that English should be the official language of the United States and that to be an American one should speak English. However, teachers recognize that languages other than English should be embraced in the U. S. The United States is a multilingual society that consists of people from many countries who represent many languages.

Also, people in the U. S. are in constant contact with countries from around the world for travel, business, political, or diplomatic reasons. Therefore, to compete successfully in the global market and to take advantage of communication technologies, competency in two or more languages should be embraced. Furthermore, to be effective in international contexts inter-cultural understanding and cross-cultural competency are necessary (Krashen, 1996).

Students from different nations should have the opportunity to develop their heritage language as well as English, but in order to offer special programs for language minority students such as Spanish as a heritage language for Hispanic students, additional funding is necessary for teacher training on methodologies, curriculum and materials to teach those courses effectively. Teachers' opinions were divided in the requirement of the use of English only for people to conduct government business (including voting).

It seems like teachers' opinions were divided because there are immigrants on a daily basis that come to this country who need time to learn the English language but who

have to conduct government business in order to follow what is required of them in order to survive. Sometimes they use translators until they have learned enough English to perform tasks on their own.

Results from item 5 indicated that Spanish as a foreign language teachers practice the idea conveyed in the statement since they have learned Spanish in addition to English or English in addition to Spanish.

Part II of the scale consisted of 8 statements. Results from responses to these statements are provided in Table 4.5. Statement 6 asked teachers if parents of non or limited English proficient students should be counseled to speak English with their children whenever possible. Findings indicated that 35% of teachers agreed or strongly agreed. But, as can be seen in Table 4.5, 44% of teachers disagreed or strongly disagreed with the statement.

This might be due to teachers' experiences of parents who do not speak English or they cannot learn English as fast as their children do which often makes it difficult for parents to speak English with their children. Also, it might be due to teachers' opinion that the home language is important in helping preserve the family heritage.

Statement 7 asked teachers if the rapid learning of English should be a priority for non-English proficient or limited English proficient students even if it means they lose their ability to speak their native language. Results indicated that 64% of teachers disagreed or strongly disagreed with this statement. The average response was 2.3 which means that teachers tended to disagree and the standard deviation from the mean was 1.42. Thirteen percent (13%) of teachers responded as uncertain about the statement.

Table 4.5

Part II. Attitudes toward the Use of English at Home and at School by Linguistic Minority Populations

Items	n= 48	% SA=5	% A=4	% U=3	% D=2	% SD=1	M	SD
6.	Parents of non or limited English proficient students should be counseled to speak English with their children whenever possible	10	25	19	15	29	2.6	1.43
7.	The rapid learning of English should be a priority for non-English proficient or limited English proficient students even if it means they lose their ability to speak their native language	17	4	13	35	29	2.3	1.42
8.	Having a non or limited English proficient student in the classroom is detrimental to the learning of other students	6	0	10	29	52	1.7	1.09
9.	It is unreasonable to expect a regular classroom teacher to teach a child who does not speak English	8	29	15	21	13	2.5	1.56
10.	Regular classroom teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities	33	23	8	10	2	3.0	1.77
11.	At school, learning of the English language by non- or limited English proficient students should take precedence over learning subject matter	17	15	8	35	6	2.4	1.65
12.	Most non and limited English proficient students are not motivated to learn English	2	12.5	6	37.5	27	1.7	1.16
13.	Most non and limited English proficient students often use unjustified claims of discrimination as an excuse for not doing well in school	6	6	20.8	25	16.6	1.8	1.46

Note: percentages may not add up to 100% due to rounding or missing cases.

These results seemed to indicate that although learning English is important, children should not lose their native language. These findings are consistent with teacher's opinions from the survey results because there most teachers indicated positive attitudes toward

children preserving their native language and their family heritage. Statement 8 as shown in Table 4.5 asked teachers if having a non or limited English proficient student in the classroom is detrimental to the learning of other students. Findings were that 81% of teachers disagreed (29%) or strongly disagreed (52%) with this statement where the average response was 1.7 or strongly disagree and there was one standard deviation from the mean. This seems to indicate that most teachers of Spanish as a foreign language have positive attitudes toward non or limited English proficiency students in their classroom is not detrimental to the learning of other students.

Findings for statement 9 were that 37% of teachers felt that it is unreasonable to expect a regular classroom teacher to teach a child who does not speak English while 32% disagreed or strongly disagreed with the statement. Of teachers who responded, 14% were uncertain about the statement. This might be due to not having had limited English proficient students in their classes.

In comparison, Byrnes and Kiger (1994) examined the attitudes of 191 regular classroom teachers with children of limited English proficiency. They found that 62% of these teachers had negative attitudes about having a LEP student in their classes. The results of their study did not support the findings from this research.

Data analyzed from statement 10 indicated that 55% of teachers agree or strongly agree that regular classroom teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities. These results can be attributed to the teachers of Spanish as a foreign language observations of regular classroom teachers' reaction when they had linguistic minority students in their classes.

Findings also indicated that 19% of teachers opted not to respond to the statement probably because they have not had the experience of having linguistic minority students in their classes. On the average, the response to this statement was 3.0 or uncertain which demonstrates that teachers were not sure about their opinion on the statement. The variability among responses was 1.77 from the mean.

Snow (1990) confirmed the findings from item 10. She stated that the American educational system is challenged daily to meet the special needs of linguistically and culturally diverse students because of a shortage of school personnel trained to meet their specific needs. Clair (1993) suggested that pre-serviced and in-service teacher education programs need to embrace the social, political, and cultural realities of diverse students populations. Dialogues on diversity issues with parents and administrators need to be conducted.

Statement 11 asked teachers if at school, learning of the English language by non- or limited English proficient students should take precedence over learning subject matter. Results indicated that 41% of teachers disagreed or strongly disagreed. This suggests that teachers felt that learning English is as important as learning subject matter so students can develop linguistic and academic skills as it is required of native English speaking students.

While 32% of teachers either agreed or strongly agreed with the statement, this suggested that teachers might feel that non or limited English proficient students should learn English skills before they are required to learn subject matter. The results also indicated that 8% of teachers opted not to respond to the statement maybe because of their lack of experience with this type of students in their classes. However, the average

response was 2.4 with a variability of 1.65. Presented in Table 4.5 is also the analysis of data from statement 12 which asked teachers if most non and limited English proficient students are not motivated to learn English. Results showed that 64% of teachers disagreed or strongly disagreed with the statement which seems to indicate that teachers believe that non and limited English proficient students are motivated to learn English. They also seemed to be sensitive to the fact that it takes time to acquire a second language and students do want and try to learn English. The average response to this statement was 1.7 or strongly disagree and there was one standard deviation from the mean.

Lambert (1963) found that when children have positive attitudes toward the other language group and the determination to learn that language, those are determining factors in the development of the second language skills. Toukomaa and Skutnabb-Kangas (1977) proposed the Thresholds Theory which describes that children might fall in one of the following thresholds, 1) when they have low levels of competence in both languages there are negative cognitive effects, 2) when they have competence in one language, the consequences might be positive or negative, and 3) when children have competence in two languages, their cognitive effects are positive.

Cummins (1980) pointed out that students in second language programs achieve high levels of functional proficiency in two languages but when one or both languages are not functioning fully because of the negative attitude to learning through the second language, cognitive functioning and academic performance may also be negatively affected.

Statement 13 asked teachers if most non and limited English proficient students often use unjustified claims of discrimination as an excuse for not doing well in school.

Data analysis indicated that 41% of teachers disagreed or strongly disagreed with the statement while 20% of teachers were uncertain about their opinion to the statement and 23% opted not to respond at all. This suggests that 43% of teachers may not have experienced situations in which students used unjustified claims not to do well in school. The average response to this statement was 1.8 or strongly disagree with a standard deviation of 1.46.

Discussion

The findings of this study using the LATS scale indicated the opinions of teachers were almost evenly divided in several of the statements. However, the findings seemed to suggest that children should be provided opportunities to develop their heritage language as well as English.

That all students can learn regardless of their language, culture and ethnicity although students also learn though different styles and at different levels. If teachers are sensitive about meeting the needs of their students they also acquire tolerance and ways to accommodate and integrate these students in their classes.

There are classrooms where non and limited English proficient students are frustrated as much as the teacher. But once teachers realize that it takes time for these students to learn English in order to have access to the mainstream curriculum, their level of confidence increases. This is enhanced by the use effective instructional strategies such as graphic organizers and cooperative learning strategies that can be learned from pre-service and in-service training activities that provide follow-ups.

Based on results from the LATS scale, items that provoked disagreement among teachers were used to develop a question guide for the group interview with teachers. The results from this qualitative research technique expanded our body of knowledge about the opinions of teachers regarding the education of limited English proficient students and Hispanic students in particular. The results of the group interview can be found in Chapter 5 of this study.

CHAPTER 5

QUALITATIVE RESEARCH RESULTS AND DISCUSSION

Chapter 5 reports the qualitative research results and discussion of this study. It is divided into two sections. The first section presents the results and discussion of the group interview of teachers and the second section presents the results and discussion of the nine individual interviews with teachers, principals, and guidance counselors from three urban high schools.

5.1 Results and Discussion of Group Interview

When teachers were mailed the survey and the scale, a letter was also included in the mailing requesting their assistance in completing both research instruments and in filling out a portion at the bottom of the letter to indicate whether they were interested in participating in a group interview. Seven (7) teachers responded representing 6 different schools in the three research study school districts. Five of the 7 teachers participated in the group interview representing 4 schools and 2 school districts. These five teachers were assigned fictitious names to protect their identity when reporting the results. Participants' fictitious names and ethnicity are as follows: Pamela (Hispanic), Rita (Hispanic), Stacey (White), Juana (Hispanic), and Vilma (Hispanic).

Questions for the group interview were formulated from the results of items in the survey and the scale where teachers reported disagreement in their overall responses. The The format of the interview was semi-structured and face to face. This interview was tape recorded and generated 30 pages of single spaced transcribed notes. The interview included 8 questions and the responses provided a more in depth understanding of the problem.

implementation of a Spanish for native speakers language program at her school. Therefore, this participant was included in this study.

Interview with guidance counselor at high school A

I started the interview by telling the guidance counselor that high school A is one of the schools with the largest number of Hispanic students in the state of Louisiana. I asked her how many Hispanic students they had this year. She responded as follows:

> I believe that our population would be at least one third. I think it is pretty evenly divided, one third black, one third white, one third Hispanic. About 600, that was what it was at the beginning of the school year.

I asked how many Hispanic Spanish speaking students she thought they had in terms of those who are literate in their native language and she said that 70% or 80% were able to pass the proficiency test in Spanish I and Spanish II and not even take the course. She explained that her school district administers this test in April of each year to any student who wants to take it. It includes listening, speaking, reading, writing and grammar. Hispanic students who pass the Spanish I and/or Spanish II test, earn the two foreign language Carnegie units required by some universities and now by the TOPS state scholarship program.

I continued our interview by briefly describing to the counselor some of my earlier findings in the group interview. I told her that based on interviews I had conducted with various teachers of Spanish as a foreign language, they felt that there are two groups of Hispanic students. One group who speaks the Spanish language only but they lack the grammar and literacy skills. These students are usually U. S. born or they had limited

schooling in their native language. The other group is proficient in their native language but they could benefit from being placed in higher level courses of Spanish like, Spanish III, IV or advanced placement courses.

I told the counselor that teachers also felt that these students should not be mixed with English speaking students in Spanish I or II levels because of the different communicative skills in Spanish. For Hispanic students to benefit from developing their language, teachers felt that there needs to exist another course for them such as Spanish for Spanish speakers. I asked the counselor how she felt about these teachers' opinions and she responded as follows:

> I am a little familiar with that. Prior to coming to this school I was a guidance counselor at another school. There we divided our Hispanic speaking students into native speakers and it worked very well. I think that what you are talking about depends on the particular school and the particular administrator that is in charge of curriculum and instruction. At that time we had an administrator who was our assistance principal for instruction, who saw a need to do that so we did divide our students and we tried to get them into a section of Spanish II or III or IV. The III's and the IV Spanish kids were honors credits and they were grouped together with another native Hispanic speaking student rather than beginning Spanish and it worked quite well. We saw the need for it on the other school and that's why they put it in place but I think it's truly dependent on the administration. Here they would try to look at it. It just depends on how it fits into your schedule and how many ESL teachers that you have and if your ESL teachers are willing to do that. I think you have to look at the whole picture it's not just OK we want to put the Hispanic kids in, it's a great idea but whether the technicalities of all of this can be worked out within the master schedule.

She had experience with scheduling native Spanish speakers into a course that was called Spanish for natives at the high school where she worked previously and her main concerns were the master schedule, the administration, and the teachers. She felt that if the

administration of high school A would be willing to look at the possibilities, courses of Spanish for native speakers could probably be implemented but that scheduling students to go into a specific course was not an easy task. She emphasized her scheduling concern by saying:

> I think that your big stumbling block and I hate to go back to this, it's your master schedule. We have so many students who were requesting Spanish. Our French numbers were down and our Spanish numbers were way up we couldn't even meet all the request. I mean, we have two Spanish teachers and one French teacher and the numbers were extremely high at the beginning of the year. In August your classes are packed, as the year goes on your classes get smaller and smaller. But uh...with Spanish in particular, students view it as an easier course to take than French so you have your English speaking kids who need two years of a foreign language and they are going into Spanish more often than French.

This guidance counselor felt that it would be difficult to implement Spanish for native speakers at this school although they had the numbers of Hispanic students who could benefit from those type of courses. She also said that they didn't offer Spanish IV and Spanish advanced placement courses therefore the literate Hispanic students could not be placed there.

It seemed like if the administration would be willing to recognize the need of both groups of Hispanic students they would hire an additional Spanish teacher that would use two hours daily to teach Spanish as a heritage language classes and use the rest of the instructional time to satisfy the need for the foreign language credits of English speaking students.

She described that the way they overcame the scheduling problem at her previous school was by asking the students if they were native speakers of Spanish. If they answered yes, the counselors would make a note of that on their schedule. She continued describing that process by explaining:

> When it came time to put those sections into the computer we knew the names to group them together. We would actually just make a note if the student told us that they were a native speaker, that was their first language at home then we had a list of those kids that we could put into a particular section and we would have just the section like Hispanic speakers in Spanish II or the native speakers would go into a certain section of Spanish III and it was through talking with them that they would tell us, 'Yes, I speak Spanish at home,' so we would know that.

She added that in Spanish III classes, Hispanic students were mixed with English native speakers because they did not have the numbers to create one class just for native Spanish speakers. All of the information she was providing was related to her previous school but she said that at her present school, Spanish speaking students do not select Spanish III as an elective because they feel they have completed their foreign language two year requirement if they passed the placement tests.

She felt that Hispanic students decide to take the placement tests in Spanish so they can take other electives. To that effect, she had observed that (literate) Hispanic students prefer to take elective courses such as AP Calculus, AP Biology or AP English. The counselor described scheduling problems at her present school and offered suggestions on how scheduling problems were overcome at her previous school, she felt that Hispanic students at high school A would not chose Spanish for natives as an elective course if they passed the placement tests because they wanted to enroll in other electives. She affirmed:

> I think it is a needed thing, especially for the Hispanic students to be placed in a class with other Hispanic students because grammar is always a problem. All the kids can speak it very well...it's the grammar and the reading and the writing of it. If they are going to have a problem, that's where the problem is gonna be.

I asked the guidance counselor if grammar was a problem for native speakers of Spanish, what could be done to correct the situation. She emphasized that creating a class of Spanish for native speakers would be up to the principal and the assistant principal. She explained that the assistant principal is the school's instructional leader of curriculum and instruction and that he brings ideas to the principal. She exclaimed, "We need to look at creating a class for our Hispanic students who are native speakers!."

We concluded the interview with her strong recommendation that I talk to the department head of foreign languages at her previous school because she was the lady who first came to her with the idea of creating a class for Hispanic Spanish speaking students. She said that this teacher went to the assistant principal of the school and said, "I would love to do this, you know we can divide these kids up. I can spend more time with them, we can challenge them more," and the counselor said it was this teacher who made a Spanish for native speakers course happen at her previous school.

Discussion

Content analysis from this interview suggested that there are barriers to the implementation of Spanish as a heritage language courses for Hispanic students. For example, the guidance counselor at high school A felt that these are some of the barriers: 1) not enough students that would make a class (although there are 600 Hispanic students

at this school, 2) the master schedule, 3) Hispanic students might not be interested in developing their Spanish language skills, 4) Hispanic students enroll in other elective courses once they pass the Spanish placement tests, and 5) school administration decides.

The barriers above are consistent with findings from the group interview. For example, teachers felt that guidance counselors are not aware of the different Spanish proficiency levels of Hispanic students therefore Hispanic students scheduled in Spanish as a foreign language courses represent at least two levels, Spanish literate and Spanish non-literate. The Spanish placement tests offered by school district where school A is located does not allow Hispanic students to take Spanish as an elective course because most students pass the tests and enroll in other elective courses.

Group interview findings suggested that for Spanish as a heritage language to be offered, parents, teachers, and students need to put pressure on the school administration. The guidance counselor felt that the principal and curriculum coordinator of her school are the ones who decide the planning and implementation of new courses.

Individual interview with teacher of Spanish as a foreign language at high school A

I was able to interview one of the teachers of Spanish as a foreign language at high school A. She was very accommodating and willing to participate in the study. At the time of the interview, during the spring semester of 1999 she was teaching Spanish I and II and she said that she had been teaching Spanish for 11 years but this was her first year at this particular school.

I asked her how many Hispanic students were enrolled in her classes and she responded that 40% to 45% of the students in her classes were Hispanic. She said that most of the Hispanic students in her classes did not know about the placement tests. However, she said that she was one of the teachers who administered the test in April of 1999 and only a few of her Spanish I Hispanic students took the exam and tested out of Spanish II. I also asked how Hispanic students were performing in her Spanish classes and she said that some of them lack the grammar background which creates a problem for her. I asked her, "What are some of the grammar problems they create?." She explained:

> Well when I am presenting something to them and they may have been used to expressing certain things in a certain way but when I present it to them in a more formal way the question...you know...when they ask, 'Why is it this way?' and so forth and I explain that maybe they have slang such as we do in the U. S. and it may be difficult for them to understand the correct pronunciation of whatever it is we are discussing at the time.

This information only told me that students were studying terminology and grammatical terms in Spanish that were unfamiliar to them. She made more specific comments that these students lacked skills such as subject-verb agreement.

I asked if at her school there could be a possibility to separate Hispanic students into a group to form a Spanish for Spanish speakers' class. She explained that Hispanic students would feel singled out which would result in some negativism. I asked her that if the students were told that this class would help them develop their language, would they be willing to enroll. She responded that it would be necessary to address that benefit continuously and to explain to them that the separation would only be for their personal improvement.

Our conversation moved on to the topic of literate Hispanic students. I asked if these students were being placed in Spanish III or IV. She was not sure but she said that all students needed had to successfully complete Spanish I and II before entering those high level courses of Spanish III or IV. I asked her if she could recommend to the school administration to transfer literate Hispanic students to Spanish III or IV from her Spanish I and II classes and she indicated that it depends on the school's assistant principal (also the instructional coordinator).

I asked if the school's assistant principal would be open to that suggestion and she said, "I am not sure." I asked if there were Hispanic students enrolled in the Spanish III and IV classes and she said, "I assume that the majority of them are Hispanic."

I ended my interview with this teacher by asking, "How prepared should a teacher be to teach Spanish as a heritage language?. What kind of background should he/she have?. I explained to the teacher that this was assuming that there was such a course at this school and she responded:

> They should have some exposure to the different dialects that are spoken in the Spanish countries because as we know just as in the United States, different areas of the country has slangs and certain expressions and those same things exist throughout the Hispanic countries. So, by all means, the teacher would have to be exposed to all areas where there might be some variance in the language that is spoken.

It seemed like her main concern teaching Hispanic students was related to having knowledge about the words and expressions that vary from country to country in Latin America. She was aware that if teachers have some of this knowledge and are flexible

about what Hispanic students bring with to the classroom, these teachers will be prepared to meet their needs.

Discussion

Content analysis of the data suggests that not all Hispanic students took the Spanish placement test therefore, teachers of Spanish had from 8 to 10 Hispanic students in their classes and their lack of grammar skills were a challenge for these teachers. In addition, Hispanic students represented different Spanish speaking countries as well as different varieties of the Spanish language.

The findings above were supported by results from the group interview in that Hispanic students possess different proficiency levels and cultural backgrounds. Also, that Hispanic students don't trust the English native Spanish teachers' proficiency in Spanish as they ask why this is said this way or another. For example, during the group interview one of the participants said that it takes her a full semester before Hispanic students begin to understand that she is proficient in Spanish.

Results from the interview with the guidance counselor were consistent with those obtained from the interview with the teacher in that the school's instructional coordinator (assistant principal) would decide if Spanish as a heritage language courses could be implemented at this school.

A piece of information not provided by the survey, scale or group interview results or the literature review but was provided during the interview with the teacher at high school A was that if Hispanic students are grouped in a heritage language course they

could feel "singled out" which could have negative results. In my opinion, communication with students and their parents would need to happen to stress that Hispanic students would be grouped for only a period a day to receive Spanish as a heritage language classes to develop their Spanish skills and not as a segregation measure.

Individual interview with teacher of Spanish as a foreign language (Laura) recommended by guidance counselor at high school A

I was eager to follow up the recommendation of the guidance counselor at high school A in regards to talking to the teacher who was able to implement the Spanish for native speakers course at her high school. I was able to locate this teacher and set up an appointment. This teacher did not receive the survey and the scale I had mailed out earlier.

On May 10, 1999 I met with this teacher and I briefly explained the purpose of the study. I will refer to this teacher as Laura. I was eager to find out from Laura why and how the course was implemented, what was taught and why the course was no longer offered.

Laura explained that together with another Spanish teacher they decided to request to the school administration a separate course for Hispanics because they observed that Hispanic students became bored in the regular Spanish as a foreign language courses. They felt that students got bored because teachers would start with the basics, "the very minor things which were already familiar to Hispanic students."

However, when these teachers assessed the students they really did not know their language. For example, Laura explained:

Question 1 asked:

According to the scale results, 70% of you feel that English should be the official language of the U.S. while 30% of you feel that it should not be. Why do you think more than half of you feel that English should be the official language and some of you don't feel that way?

Juana was the first one to volunteer an answer to this question:

> I feel it should be English the language of the U. S., after all, why not?. This is an English heritage country and I know that in the early 1800's they were looking for another language to make it official and they were thinking about making German the official language. But they ended up choosing English which is OK for me and if that is the cultural heritage, why change and get another language?. I agree that Hispanics for example, should keep Spanish as part of their heritage language but that doesn't mean that I think in anyway that English shouldn't be the official language.

Stacey added her own opinion:

> I totally agree. I think that English should be the official language of the U. S. I think there should be one and not many. I think it makes the legal system easier, it makes education easier, it makes books easier, libraries, everything and I don't say that there shouldn't obviously be a second language, third language learning but I think that there should be one official language.

Ramona agreed with the opinions of the other two participants when it was her turn to respond. But she also said that:

> All countries have one language that is the common bond for everyone who lives there, who was born there or who comes to live there. But I feel that sometimes people can get very narrow minded and miss the boat and that we are a global community and having an official language doesn't mean closing doors to other languages and I think for too long in this country, we have closed the door to other languages.

However, Pamela had a different point of view. She felt that although English should be the official language, people should not be penalized for not speaking in English. She declared, "I am talking you know, work. Two people cannot communicate in their

own language just because they should speak English." Furthermore, Pamela felt that this is a multicultural society because people from so many countries live here and they give a lot to this country. "This has to be taken into consideration you know, it's a lot of prejudice for people that speak another language other than English." Pamela came to Louisiana from a Spanish-speaking Caribbean island as a high school student. During her last two years of high school, she was enrolled in ESL classes. Now she has been an ESL teacher herself for the past three years.

Vilma also gave her opinion and she declared:

> Everybody agrees that there is only one language that is official, it happens in every country, there is no difference. There is always a group of people that would speak another language.

She provided Latin America as an example by saying that "there are Indian groups who speak Spanish plus their own language and those societies make concessions for those who are not yet proficient in Spanish." She also added that:

> Africa is a primary example, same thing. I think that all children have the right to be educated. If they don't speak English, I don't think that should stop them from being educated in their mother tongue whatever that is. I don't think they should be denied education.

Discussion

The attitude of all participants was positive towards the belief that English should be the official language of the United States because it unites and forms a common bond. But they also felt that other languages used by the people who make up this country need to be recognized and allowed because this is multicultural society and its people make daily contributions to help the U.S. be the country it is.

At the same time, teachers felt that we need to be careful with the message we send about English as an official language because there is prejudice and that notion creates more prejudice against languages, cultures, and people other than the English mainstream. The results obtained in the group interview for question 1 confirm the findings from the same question asked in the *Language Attitudes of Teachers Scale.*

I agree with teachers that English should be an official language of the United States but I feel that other languages can also become official languages. For example, the Spanish language is the second most commonly spoken language in the U. S. and it can also become an official language. Other countries have two or more official languages. For example, Switzerland has three official languages, German, French, and Italian and I feel that the United States can recognize Spanish as an official language.

Question 2 asked:

According to the scale results, 33% of you feel that government business should be conducted only in English (including voting). Why do you think you feel that way?

From scale results, 51% of participants disagreed with the statement above and the rest were uncertain about what to respond. The mean response was 2.6 or disagree with an inclination to agree which had a value of 3. Pamela confirmed the attitude of the majority of participants by responding:

> I don't feel that way, no because it's true that I agree that there should be an official language and English has been the language, you know, that is the heritage so why not continuing with it. But you also get people from all over that are not ready yet. They are people that have not been here for such a long time. They need to understand what is going on, they need to understand what they join and why not in political things, things that are so important for the country.

Vilma also disagreed with the statement. She believed that there are people who have lived in this country for a long time but have yet to grasp the language so she felt that government needs to provide concessions for these people. "There are nationals who are proficient in English but they can't read and write but yet they have the right to vote.

She made a very strong point about equality. While one group was not proficient in English, they were penalized by not allowing them to vote until they learned English and became citizens which gives them the right. Yet you have the other group of U. S. born English proficient citizens who can't read or write English but they are given the right to vote". In Vilma's own words:

> If you are making concessions for the people that don't know how to read and write what about those who have the same problem but in a different language and you want them to vote, you want their vote, and they are able to vote but because of the language barrier you are telling them, no, you cannot vote because you know another language and mostly are people older that 18.

Ramona responded that when we think of government we need to think in broad terms meaning that we are not going to translate every document. Rather, translations can be for specific geographic areas. She said, "In this area, we know that we have large populations like the Chinese in San Francisco and the Hispanics in San Antonio. There, it would be appropriate for documents to be printed in both languages." She provided the following example:

> In Puerto Rico we have everything printed in Spanish but underneath everything is in English, everything, every single document, birth certificates, marriage licenses, everything is bilingual. I know that's a separate and a very unique situation but we can do that here by area.

Stacey disagreed with the rest of the respondents maintaining that bilingual documents were not needed for people who were not yet proficient in English. She mentioned her mother as an example of someone who immigrated to the U. S. and who did not go through ESL classes when she went to school because there were none available. She expressed her opinion:

> People who are motivated to learn will learn and that is the reason why I feel very strongly that we don't need to babysit adults. They...some responsibility of being an American falls on them and if the very least they can do is speak our own language whatever that is, whatever it is we should all speak the same language.

Discussion

The scale results support the 33% of teachers whose opinion was that government business should be conducted in English. This was evidenced when Stacey said that some of the responsibilities of being an American falls on adults learning English. While 41% of teachers disagreed with the statement from the scale results, group interview results of most teachers were in disagreement with the statement because they felt that adults who do not speak English need to function in this society. Therefore they need to be provided translations so they will not wait to learn English to be able to conduct government business.

This suggested that teachers felt that adults need to be provided documents and instructions in their native language. For example, my parents who are from Honduras have become residents of the U. S. In order for them to be allowed to drive they needed to obtain a driver's license. The two tests required by the Office of Motor Vehicles were in

English and when my parents took the tests they were unable to pass them. This meant they could not legally drive to perform simple tasks such as going to the supermarket. I was able to locate a study manual and found a bilingual friend who could study with them. Finally, after the third attempt they were able to obtain their driver's license.

For my sister, obtaining a driver's license was simpler. She went to the Office of Motor Vehicles in New Orleans where they offered both tests in Spanish and she was able to pass them on the first try. This allowed her to drive to English classes in order to prepare for admission to a university. The two scenarios I have presented reflect the need for native language support while adults are allowed time and opportunities to learn English so they can survive and function in the mainstream American society.

Question 3 asked:

Results from the scale tell us that 47% of you agree that parents of limited English proficient students should speak English to their children but, 44% of you disagree. What are some of the reasons you agree while others disagree?.

Pamela was in the group that disagreed because she felt that sometimes if children don't speak English, parents won't speak English which is very difficult. She mentioned that she has a son, and that at home all their communication is in Spanish because even though he was born in the U. S., his roots are Hispanic:

> I want him to have the culture, I want him to have the language. He speaks English fluently even better than Spanish because at school he is exposed to the writing, the reading, the listening, everything. Now... at home all we do is Spanish and he is pretty fluent in Spanish as well. I will never speak English to him.

Pamela's statement was very strong since she felt that passing on her language and culture to her son is more important to her than what others might think about parents speaking English to their children at home. In part this might be because she knew fully that her son was fluent in English because of the exposure he received at school.

Ramona described her experience as a Hispanic mother of two grown children. She said that at home they spoke Spanish and that when her son was very young she would read story books in Spanish. She added, "They know children's songs in Spanish because that's when the brain is more receptive for that. So you have to take advantage of that and feed it." She also explained that when her children were in high school they enrolled in Spanish as a foreign language courses for four years and tested out of the Spanish advanced placement course.

Because of her children's exposure to two languages, Ramona felt that her daughter was motivated to become a linguist for the U.S. Army. Her daughter took a step further in her career and also became certified in Russian. Ramona described her children's experience in high school while enrolled in Spanish as a foreign language classes as follows:

> And what was wonderful was that as they were learning Spanish in high school their English grades improved even more because they were made aware from scratch of the grammar, they are wonderful writers. Learning the Spanish in high school made them become more aware of their English language and now they have the best of both worlds.

Ramona's first hand experience at seeing the benefits of developing the literacy skills in Spanish among her children resulted in developing literacy skills in English which also assisted her children in valuing languages.

Stacey had the most negative attitudes toward the preceding questions but she started to look at issues in an analytical way based on information others in the group were providing as well as their own experiences. She shared her experience with a nephew whose mother speaks only French to him and who travels to France every year to visit his maternal relatives and grandparents. Although he understands his mother when she speaks French to him, Stacey said that he answers in English. Stacey added:

> He feels uncomfortable speaking French but he understands it entirely and you know he speaks it fluently because he talks to his grandparents and family over there. I think parents should speak in their native... I think they should teach their children as much about themselves and their families and who they are because that's their family, their life, it's everything.

Juana had been very quiet listening to the others talk about their children and how important it was for them to maintain the Spanish language and culture at home. Juana described her own experience upon arriving to the U.S. with three young children. "For the very first day we made a law of the land that at home it was only Spanish." She told her children that outside their home they could speak all the English they wanted because after all the world around them was going to speak English. "The three are fully bilingual. Sometimes they make little mistakes that are of connotation than of knowledge...uh...they have no trouble at all."

She also added that she understands the problem when children learn English quickly and they only want to communicate in English at home but it takes longer for the parents to learn English. Therefore, sometimes parents don't know what is going on because they cannot communicate. In Juana's own words, "The kids know more English than Spanish and the parents know Spanish and very little English." She explained that in

cases where parents already speak English and are educated it is fine to keep Spanish at home. In reference to this she said, "So I mean this is in cases like ours in which parents are literate in English and are educated people we can keep it like that. Spanish only at home."

But she felt that to ask parents to speak English at home to their children was unreasonable because most immigrant adults who come to the U. S. with their children are going to learn very little English and, "The only connection they have with the outside world is actually the children."

Ramona made reference to the menial and low paying jobs parents take due to their lack of English communication skills:

> Therefore, they have to work two jobs and you have mothers who work one job from 7:00 a.m. to 3:00 p.m. and then they take another from 8:00 p.m. to 10:00 or 12:00 p.m. so they don't have the time to take the course and they feel...oh we have to survive, I don't make enough money so I have to make anything. It's like that.

Discussion

In general, the information provided by participants in the scale was that 47% of teachers agreed that parents should be counseled to speak English to their children. At the same time, 44% of teachers disagreed. An analysis of findings from the group interview are consistent with the 44% of teachers who disagreed with the statement. This might have been because they felt that parents should speak their native language with their children in order to keep the family communication and to pass on their language and culture to their children. This suggests that the group interview did not support the scale's findings.

My family and I have made an effort to pass on to my two sons our Spanish language and culture at home. But we also use English and both are able to switch from Spanish to English and vice-versa. My husband's native language is English and although he is fluent in Spanish, he feels more comfortable with English. Therefore our sons speak to him in English and to me in Spanish. I try to use Spanish with my children beyond informal conversations or to give instructions, therefore we also play games, sing songs, and I read story books to them in Spanish.

When my extended family visited us, the communication with my children was in Spanish. Also, my oldest son (14 years old) became a translator for my parents many times while shopping or running errands. But my oldest son's lack of formal instruction in Spanish limited him from being able to easily respond in writing to letters and cards he has received from my relatives in Honduras.

During the group interview, Juana mentioned that if parents are educated and already bilingual, it is acceptable to speak the native language at home as she has done with her family. Both her husband and children were immigrants from Ecuador. This suggests that parents who are not educated should learn English and speak it at home to their children, if possible.

Patricia immigrated from Panama to the U.S. as a teenager and she was enrolled in English as a second language classes while in high school. Later she got married and her children were born in the U.S. However, she maintained that the Spanish language is what she uses at home because she wants to pass on her heritage.

Overall, findings suggested that most teachers felt it is important for parents to use their native language at home to be able to communicate with their children and to pass on their language and cultural heritage.

Question 4 asked:

From the scale results, 23% of you feel that the rapid learning of English in school should be the priority for LEP students even if they lose their first language. As Spanish teachers, how do you feel about this statement?. What are some of the drawbacks for students if they lose their first language?.

Scale results were that 64% of participants disagreed with the above statement while 6% were not certain about what response to provide. It was very clear from the answers to the preceding question that although English learning is important for LEP students when they are at school, the native language should not be lost because that is what keeps parents and families connected. In addition, when children want to communicate only in English with their parents a communication gap arises if parents don't speak English. Therefore, this seems to provide the reason why the majority of participants disagreed with the item.

Additionally, Juana felt that students don't have to lose their mother tongue because they are learning English. She felt that the language might not grow with them as they get older because they are not being educated in their mother tongue but she felt that the student will not lose what she/he has learned. She added:

> That's what I have in my classroom, students who came here when they were 5, 6, 7, 8, and Spanish did not grow with them along with English and that's why they speak a Spanish that is still probably 8 years old, or 9 years old or 10 years old, and that's my role, to teach them adult Spanish.

Pamela believed that it depends on their environment because probably they stopped practicing it at home. She felt that the communication children share with their parents is very important. She gave the following example about the message she was trying to convey to the group:

> My sister is not very fluent in English, she is a doctor, but at home she speaks broken English because she is trying so her youngest daughter is not willing to speak Spanish. She understands everything but she only speaks English even though she understands Spanish.

Stacey added that as much as she agrees that at school children should be taught English, she still felt that they should not be denied the opportunity of having what they can at home such as to learn another language, another culture.

Discussion

Findings suggested that although it is important that LEP children learn English, they should not lose their native language. Juana felt that if these children have been exposed to their native language at home they don't lose what they have learned. However, she has had students in high school whose Spanish fluency level did not grow because of their lack of exposure to the language. This might indicate that the switch to English as the home language has stopped the growth of their Spanish language.

Pamela described that her sister communicates with her young daughter in broken English because her daughter refuses to speak Spanish although she understands everything. Toukomaa and Skutnabb-Kangas (1977) explain that there are children who have negative attitudes toward learning in the second language which might be due to their lack of skills in that language.

This seems to explain that Pamela's niece feels more comfortable with English because she possesses the necessary skills to communicate.

Question 5 asked:

Thirty one percent (31%) of teachers agree that at school the learning of English should be more important for limited English proficient students than learning subject matter but 42% of you don't think so and 21% of you did not respond or were not sure. Why do you think 42% of you feel that learning subject matter should be more important for LEP students?

In regards to this question, Pamela explained that when she came to the U.S., she was a high school student and the main focus at school was to learn English. She said that when she was in ESL classes she was also taking other courses but still she felt lost because it was very hard for her to learn English because she was already 16 years old. She described her situation as follows:

> I have a lot of things that I have to struggle to learn on my own after I graduated from high school because I didn't know enough about biology, I didn't know enough about calculus or the math courses I needed to take because the main focus was English and I did learn enough English in order to start college but didn't know a lot of things I needed in college so, subject matter.

Pamela felt that learning English should not be the only priority for LEP students when they are in school but a combination of learning English and subject matter. She felt that way because of her age when she came to the U. S. and because of the gaps in her learning of subject matter which caused her academic difficulties in college. She further explained that she had difficulties passing the National Teachers' Examination. This test is one of the requirements in Louisiana to obtain a teaching certificate.

Vilma agreed with Pamela's statements as she described her own experience as a LEP student at the university level. She said that her history instructor was aware that she knew the content of that subject but that she could express that knowledge better in Spanish. Her instructor was from the Phillippines and he understood her situation and allowed her to respond in Spanish.

Vilma said that she asked her biology instructor if she could use her Spanish-English dictionary to take an exam and the instructor allowed it. She concluded by saying, "It depends on who you have. Yes, your subject matter should be in English but you have to have concessions because you are going to get help if the instructor wants to help you and then you can make the transition from Spanish to English."

> Stacey did not agree with the other participants. Therefore she added; My personal feeling about education is that you never, ever stop learning and what you get in high school and even when you get to college only teaches you how to learn, it doesn't teach you the subject matter. I think that English should be the main focus for all students before it's science, before math. Before anything because if you can function in your own language, any language, you can educate yourself, you don't even need a teacher.

Discussion

Pamela and Vilma fell in the 42% of teachers who agreed that learning subject matter is as important as learning English at school for LEP students. Stacey's response fell in the 31% of teachers who felt that learning English at school is more important for LEP students.

Findings suggest that there are different opinions regarding the learning of subject matter versus English, in general, most participants agreed that subject matter is as

important as English so that students can obtain the academic skills necessary to be promoted to the next grade level and to be prepared for college. In addition, teachers felt that educators who are sensitive to LEP students' academic needs play a very important role when allowing them to use their native language to assist their comprehension of the subject matter.

Lucas (1993) concluded that effective secondary schools hire minority staff who provide special programs to prepare students for college, they offer rigorous content courses including advanced and honor courses, and provide native language assistance through informal means such as peer tutoring or bilingual instructional aides. In schools where language minority students were academically successful, Garcia (1991) found that teachers were highly committed to the educational success of their students and they had high academic expectations for all their students. Their instruction of basic skills and academic content was consistently organized around thematic units.

Findings above indicate that just learning English is not enough for LEP students and attention should also be placed in the learning of academic content of the subject area courses in which they enroll. High school LEP students usually have a tremendous challenge as they try to meet graduation requirements while learning English in order to have access to the content of subjects. This challenge is greater among LEP students who are pre-literate in their native language and who have academic gaps in their education which might be due to discontinued schooling or deficient instruction.

Question 6 asked:

Based on the survey results, 72% of you agreed that you are willing to teach Spanish as a heritage language yet 74% of you feel that Spanish as a heritage language should be taught separate from Spanish as a foreign language. Why do you feel both should be taught separately?

Pamela offered her opinion by saying that she thinks one of the main problems is that teaching Spanish to native Spanish speakers is not the same as teaching them Spanish as a foreign language because if a Spanish speaking student is not interested, the student will not learn anything. For example, for students who speak only English and who are just learning a new language it might be productive but for those who already speak Spanish there needs to be two types of instruction. Pamela reaffirmed her point of view by explaining that, "Teaching Spanish to Spanish speaking kids and teaching Spanish to English speaking kids is two different things."

Juana agreed with Pamela and added, "In other words, teaching Spanish as a native language and teaching Spanish as a foreign language...they should be two different programs." Stacey brought up a very interesting point by saying that if students were learning a language together, native and non-native, it would be easier at the elementary level because they are all learning how to read at the same time. But, mixing older students is more challenging. She found that her Spanish speaking students did not accept that she is proficient in Spanish because she is not a native. She exclaimed:

> They wanna combat me, they wanna fight me, they wanna argue with me at every level because I'm not a native Spanish speaker and it takes them half the semester before they even believe that I know who I am, that I know my subject!.

She felt that it is not a good idea to mix native speakers and non-native speakers in a class with the purpose of learning Spanish. She added, "I don't think it is a good blend." Juana agreed with Stacey's point of view and clarified that it would be easier to mix students in elementary school because they still look up to their teachers.

Pamela also agreed with Stacey by saying that children would be at the same level because of the limited knowledge they have in one language or the other. High school students have more knowledge of their own language. She explained it as follows, "In high school, see, (Hispanic) teenagers have enough Spanish to move on to other topics, to other type of instruction, they are not at level I or level II."

Vilma responded quickly by saying that she had not encountered a problem of mixing students in her Spanish I classes. She used her Hispanic students to help those who are not proficient in Spanish. She felt that, "We have to work with what we have in our classroom so that's why I have to spread myself."

Juana said she had been fighting at her school for the last six years to establish a Spanish as a heritage language program. She felt that she had been successful because she now teaches Spanish III, IV and Advanced Placement. In addition, she taught Spanish II for non-native and native speakers of Spanish which is a problem. In her own words:

> It is a nightmare for two reasons, I have a class where I am teaching basic Spanish, teaching them to speak the language, basic grammar, writing, readings and I have students who most often than not have just come from Honduras, Nicaragua, El Salvador and they come fresh from their schools in those countries so they know how to read and write and speak, what are they doing in my class?. If I have a class that's over 35 or 38 I give them a workbook to work (with) but they get bored.

Juana said that when teaching, her main concern was with the majority of her students who usually comprised 90% non-Hispanics in each class. Therefore, she could not pay much attention to the 3 or 4 Hispanic students in her classroom who sat on the side completing other tasks. She added that counselors at her school don't listen to teachers. There are Hispanic students who are enrolled in Spanish I, the following year they arrive to Spanish II and she felt that in those two years, "students got bored to death because they didn't receive attention." She explained:

> See, they have rights too and they have the right to be educated in what they need, we don't give them what they need. The counselors don't listen, what they can do is simply to be a little more concerned in giving these students what they need. Why should they put them in Spanish I and II because they know that (Spanish) already?. Specially when you have Spanish III and IV. If we have Spanish III and IV now, it's because I have been fighting all along.

Juana expressed to the group that she felt a Spanish II class for native speakers would be beneficial to students. They would subsequently move on to Spanish III and Advanced Placement, thus leaving school with a solid grounding in their native language.

Discussion

Findings from question 6 in the group interview are consistent with survey results in which 72% of teachers agreed that they are willing to teach Spanish as a heritage language. At the same time, findings are consistent with survey results in which 74% of teachers felt that Spanish as a heritage language programs should be taught separately from Spanish as a foreign language programs.

This might be because teachers seem to see the distinction between the two programs in that Spanish as a heritage language is designed to develop the native language of Hispanic students while Spanish as a foreign language is designed for English native speakers to acquire proficiency in Spanish.

Spanish as a foreign language teachers who participated in the group interview described additional reasons to offer the programs separately:

1. Spanish speaking Hispanic students possess basic oral proficiency in Spanish while in general, native English speaking students just begin to acquire it when they enroll in Spanish as a foreign language level I course .

2. Hispanic students with literacy skills in Spanish need to continue to be improved. Students who do not possess those skills need to acquire them.

3. Hispanic students with different degrees of literacy skills need specific classroom objectives, materials, and methods of instruction accordingly.

4. Hispanic students would be more receptive if they had native Spanish speaking teachers in a heritage language course because they tend to distrust the knowledge of the Spanish language and culture of non-Hispanic teachers.

5. Guidance counselors at high schools need to understand that although most Hispanic students speak Spanish, not all of them are at the same Spanish proficiency level in regards to reading and writing.

The findings above are consistent with Valdes (1995) who recommended that instruction for bilingual students requires pedagogical approaches that focus on reading and

writing skills in Spanish. The teaching of Spanish to bilingual students have not yet been fully developed because of, 1) the different levels of Spanish proficiency that Hispanic students bring to the classroom, 2) the numerous language varieties of Hispanic students based on their nationality, and 3) the amount of exposure to their heritage culture.

Prior to conducting the interviews, I was under the assumption that teachers of Spanish had negative attitudes toward teaching Spanish to Hispanic students. Through this section of the research I found that their attitudes are positive and that they are willing to teach Spanish as a heritage language. Also, I found that because of the different Spanish proficiency levels of Hispanic students and other factors, it is difficult to offer courses for each sub-group. Therefore, these findings have clarified my personal feelings toward teachers of Spanish.

Additionally, I have found that Hispanic students have negative attitudes toward non-native teachers of Spanish because they believe they are not capable of teaching them their heritage language. In this regard, Stacey said that it takes her one semester before her native Spanish speaking students believe that she is capable of teaching their native language.

Question 7 asked:

Results from the survey indicated that 56% of you feel that the Spanish as a foreign language curriculum could be designed to teach Spanish as a heritage language to Hispanic students. How can this be done? What changes or additions to the present curriculum do you suggest?

Stacey and Ramona felt that changes to the present curriculum are not that easy because of the many levels of Spanish that Hispanic students bring with them. Based on

their experience, they described two groups of Spanish speaking students as follows:

Group 1. U. S. born Hispanic students: Their formal schooling has been in the U. S. and their dominant language is English. Spanish is used at home and in their community therefore they have the oral skills to communicate in Spanish. Unfortunately, their literacy skills in Spanish are almost non-existent.

Group 2. Recent immigrant Hispanic students: More likely they received formal schooling in their native country and they are very literate in Spanish. Also, they usually possess high levels of cognitive knowledge in other subject areas. But, generally these students lack English proficiency and become ESL high school students. Ramona described students in group 1 and group 2 as follows:

> When it comes to writing and grammar skills, they are zero, they are at the kindergarten level, reading absolutely none. Telling them find the verb or what have you, they have no clue of grammar skills. Then you have others who come to high school level with all their education, skilled and knowledgeable in the content of their language.

Ramona also explained that there are very few opportunities in her school district for Hispanic students to develop their native language because there is a placement test offered every year for these students to test out of Spanish I and II. Most Hispanic students pass these tests because they are very elementary. Then, some of these students are placed in Spanish level III but they receive Spanish I honors. Hispanic students who do not pass the test are placed in Spanish as a foreign language level I.

Teachers felt that because of the placement tests, there are not enough Hispanic students who would constitute a complete class for a Spanish as a heritage language course.

In addition, the two groups of Hispanic students described earlier would also have to be separated into sections to meet their specific linguistic needs. This separation into sections aggravated the problem because there were never be enough students to form complete separate classes as required by schools. Also, teachers felt that since Spanish courses are electives, Hispanic students can opt to take courses other than Spanish as a heritage language for elective credits. Ramona proposed the following solution to this problem:

> That's when you have to do your PR (public relations) and sell yourself and the program, you know, which is what we do really because being electives it is what we have to do and let me tell you, I have to put this together.

But, Stacey felt that there was one more problem, high school students can graduate without a language requirement. She felt that in order for a high school student to graduate they did not need two years of a foreign language unless the student aspires to attend a university that requires a foreign language for admission. She also said that there are very few universities that require the two years of a foreign language.

However, she added that the state of Louisiana has a new program called TOPS (Tuition Option Program for Scholarships). This program consists of students completing college preparatory courses in high school, including two years of a foreign language in order to earn a scholarship to attend college. Stacey referred to the TOPS program by stating;

> Talking about scheduling, with this new program now, TOPS, that it says that in order to get a scholarship.... They (counselors) are putting every Tom, Dick, and Harry in language classes that aren't even passing English. That should not be so. We are getting this really, really underachievers, poor students mixed in these language classes. At one time we had better students. They were taking those (Spanish) courses because they knew they

> were college bound and they probably may even have been college bound students. If you ask them (counselors) to talk to you they tell you how over tired they are, they close their door.

Juana felt that teachers need to fight constantly with the counselors and the school administration to get what the students need or what they want. She exclaimed, "Its' fighting, fighting, fighting!. When I really want something nobody stops me. Now I have Spanish III and IV classes for native speakers and AP is another story."

Ramona explained that if she would teach a Spanish as a heritage language course for group 1 Hispanic students or those who do not have literacy skills in Spanish, she would teach exactly what the English students are learning in their English classes but the contents would be in Spanish. For example, she would include written composition, documented essays, literature, writers, history, and grammar. She added, "Sort of a humanities course. Exactly what an English course is in English for English native speakers which requires writing, reading, and literature or the equivalent of a language arts course for native speakers."

Juana felt that for Spanish as a heritage language courses to be implemented in high schools, there has to be a great amount of pressure from the schools, the teachers, and the parents. She said, "If you really want something like this we have to start educating the parents and moving parents. We have to start being more militant."

Stacey offered the idea that there could be a central location where the course could be offered in order to have the number of students that would make up a class. She felt that transportation should not be a problem because students already get permits to go to other

schools for specific courses not offered at their school site. For students in group 2 or the literate ones, teachers suggested a Spanish refinement course where the focus of instruction could be literature and that works from *Garcia Lorca* could be studied.

Discussion: Analysis of findings from question 7 identified two types of Hispanic students, group 1 or students who lack literacy skills in Spanish and who are generally U.S. born, and group 2 or new immigrant students who are literate in Spanish. Teachers felt that a Spanish as a heritage language course for students in group 1 could consist of contents similar to an English course but in Spanish. It could include written compositions, literature, writers, history, grammar, documented essays and basically a language arts course in Spanish for Hispanic students. For students in group 2, teachers suggested that the course could be a refinement course to fine tune the literacy skills of students. This course would focus on literature from well known Hispanic authors.

In addition to identifying the needs of two groups of Hispanic students, teachers provided evidence on the existence of barriers to the implementation of heritage language courses. They are as follows:

1) Most Hispanic students pass Spanish placement tests;

2) Not enough Hispanic students from each group to create a full class;

3) Lack of understanding of counselors about the different Spanish proficiency levels of the two groups of Hispanic students;

4) Spanish courses are electives; and

5) The TOPS program requires 2 years of a foreign language and native English students

seem to have priority over Hispanic students when enrolled in Spanish courses.

However, teachers also offered the following suggestions about the implementation of the course: 1) Teachers and parents could place pressure on schools;

2) School districts could offer heritage courses at a specific location (center) to have enough students who would make up a class; and

3) School districts could have two types of curriculum to address the needs of Hispanic students from both groups, the literate and the non-literate.

Teachers' responses were very analytical and revealed a reality that is not readily observed by the general population. These findings enrich our body of knowledge regarding the implementation of Spanish as a heritage languages in Louisiana which are accompanied by obstacles difficult to overcome.

Question 8 asked:

Of those of you who completed the survey, 44 % feel unprepared to teach Spanish to Hispanic students so 83% of you feel that universities should include methodology for teaching Spanish as a heritage language in courses for the preparation of teachers of Spanish as a foreign language.
What aspects should be the focus of pre-service and in-service training so that teachers can become prepared to teach Spanish as a heritage language to Hispanic students?.

Some teachers suggested that the focus of pre-service and in-service should be Spanish literature that is not usually covered in foreign language teacher certification programs. For example, Stacey, a non-native speaker of Spanish, felt that to be prepared to teach Spanish as a heritage language for literate students, taking literature courses in addition to what the average certified Spanish teacher takes is necessary. She said:

> In this room here, I am the only one who's not a native speaker. Now I feel very fluent and I have had a lot of education and I have had a lot of graduate courses, so teaching literature to me is not a problem. But I can promise you, there are Spanish speakers out there....teachers, that do not speak Spanish and you know you have to be really careful who's gonna be teaching these classes because...it is just not enough to be fluent because there are totally fluent teachers teaching science that don't want to be in English class.

Stacey felt that most teachers of Spanish as a foreign language were not prepared for the literate Hispanic group because they "don't know enough about Spanish literature" and some are not fluent in Spanish. In addition, to be fluent in Spanish is not the only pre-requisite to teach that Hispanic group. Stacey described the ideal Spanish as a heritage language teacher as someone who is a native speaker, who possesses a strong literature background and who has a broad cultural background to help refine the language skills of literate Hispanic students.

Others in the group were confused with Stacey's point of view. For example, Pamela stated, "I am confused what you are saying now. You mean that anybody can teach science but not be able to explain?." Vilma added:

> Wait!, there are courses that you have to take anyway, I don't care if you are a native speaker or not. For certification purposes you are gonna have to...

Stacey tried to clarify her opinion by saying:

> I am talking about college. I was in graduate courses to be certified at my level, I don't know what happened to you and your... I'm talking about me, OK?. When I graduated from college for me to be certified because I had been advanced placed, I had to take graduate literature courses just to have the hours to graduate. That has nothing to do with my master's degree. So the point is that the amount of literature that I have is probably more than your average bachelor

> educated, certified Spanish teacher. They are going to be teaching literature, you can't just take anybody out of the Spanish class who can teach literature.

Pamela was in disagreement with Stacey and stated that:

> If you can analyze literature in English, if you can speak Spanish because you are a Spanish teacher, because if you are reading a book in Spanish you are able to transcribe...you are not going to be translating the book, you are going to be translating what you are reading and you understand what's going on...

Stacey explained further that the literary works of Unamuno, Borges, Marquez, Lorca, and other Spanish writers should be part of the teacher preparation programs. She offered the following from her personal experience:

> Teaching Spanish IV or teaching AP, I have my own personal experience and I must tell you that when you are dealing with Garcia Marquez (Colombian writer) and you are dealing with him, it is foreign to me. It is foreign enough to try to understand what he is saying and dealing with the concept of rebellion and all this kind of stuff that I have no cultural basis for. When I was in college, I never read Marquez, Borges, Unamuno, I never heard of them until I started reading on my own. So I think it has to be a very skilled person who is gonna walk in with a broad cultural background, but not that broad.

Juana added that in Louisiana we have the type of teachers Stacey described but that they are being utilized as teachers of Spanish IV and AP classes. She felt that, "Like English teachers for English four, (he/she) should be a person with a master's in literature" the Spanish as a heritage language teacher should also have similar qualifications.

Discussion

Analysis of findings suggested that not all Spanish as foreign language teachers are prepared to teach Spanish as a heritage language to literate Hispanic students because they would

need to possess a strong knowledge of Spanish literature and a broad cultural background. Therefore universities should include Spanish literature courses in their teacher preparation courses in addition to the requirements for Spanish certification programs. In addition, teachers felt that a native speaker with a master's degree in Spanish literature might be the ideal teacher. However, teachers did not mention the pre-service and in-service type of training that universities can offer to teachers of non-literate students.

Valdes (1995) pointed out that most teachers of Spanish as a foreign language at the high school level have been trained to teach standard Spanish with an emphasis on oral communication skills. However, these teachers also focus on understanding, reading, and writing. In their classes, students usually follow a textbook that they use and consult.

Based on survey results, 55% of teachers felt unprepared pedagogically to teach Spanish as a heritage language, and 89% felt that universities should include methodologies for teaching Spanish as a heritage language. However, findings from the group interview did not mention what instructional methodologies should be a part of the pre-service and in-service programs for Spanish teachers, except the use of literary works of Spanish writers.

5.2 Results and Discussion of Individual Interviews

This section provides even more revealing findings about attitudes toward the teaching of Spanish as a heritage language to Hispanic students. As mentioned earlier, individual interviews were conducted with principals, guidance counselors, and teachers of Spanish as a foreign language from urban high schools. In order to expand our body of

knowledge from the survey, scale, and group interview results, 9 individual interviews were conducted at three schools with Hispanic students that ranged in numbers from 150 to 600. The results are reported in this section with interpretations from the researcher.

Three questions were developed for principals and counselors and four questions for teachers. These questions were developed from the results of the group interview. They were helpful in guiding the semi-structured interviews which lasted from 30 to 45 minutes in length generating a total of 345 minutes or 6 hours and 25 minutes of tape recorded and transcribed data. The questions were interwoven with the answers of respondents.

To maintain confidential the identity of each of the 3 schools, letters were assigned to each. Following are the schools, participating personnel, and their ethnicity:

High school A	Ethnicity of Personnel
Teacher of Spanish as a foreign language	Black
Guidance counselor	White
*Teacher of Spanish as a foreign language (Laura)	White

*(Referred to researcher by counselor at high school A as a key informant)

High school B	Ethnicity of Personnel
Teacher of Spanish as a foreign language	White
Guidance counselor	White
School Principal	White

High school C	Ethnicity of Personnel
Teacher of Spanish as a foreign language 1	Hispanic
Guidance counselor	White
School Principal	Black

Results and content analysis of the transcribed information is presented below for each school. Patterns of information that emerged during the individual interviews were: proficiency test, depends on the administration, scheduling, parents, content of courses, and two groups of Hispanic students.

The following reporting order is provided for each school: description of school, guidance counselors, principals, and teachers interview results and discussion.

5.2.1 High School A

This is an urban school with a total student population of 1,800 students. Of those, 600 are of Hispanic origin primarily from Central American countries. This school is located where most Hispanic families reside in Louisiana.

The interview scheduled with one of the principals was not conducted because this principal was unavailable at the time. When the researcher tried to reschedule the interview the principal declined participation in the interview because of lack of time. Efforts were made to schedule an interview with the school's assistant principal and after several attempts, the assistant principal was also unable to schedule an interview.

The guidance counselor at this school referred the researcher to a teacher who was on sabbatical during the spring of 1999 and who had first-hand knowledge about the

> I think that they were more embarrassed than anything else to be in a class with an American and have to do the same thing as the American students who knew nothing about the language. I think it was a pride thing.

Laura explained that for two years they tried separate classes of Hispanic students and American students. She and a native Spanish speaking teacher taught reading and discussions to Hispanics rather than going through the grammar but "students did not like to be told what to do with their language," said Laura. When these students were asked why they were in that class, they responded that it was an easy class.

When Laura found out that her Hispanic students were in the class because it was an easy class she decided to make it more challenging. The result was that they did not want to study and they refused to study. Later she realized what their problem was, in Laura's own words:

> They couldn't read the written word and they were very embarrassed so we would have to start with the basics, with phonetics, for them to be able to pick up something or open the textbook and be able to read. You see, they had never seen the written Spanish word many times. They spoke nothing but Spanish at home but they were illiterate. That was hard for me, it was difficult for me to try to get them to understand.

Laura said that these students had their own slang in Spanish and could not understand that there is a standard way of saying things in Spanish so she made reference to the Spanish Royal Academy and she told them that English had something similar. The use of Spanish dictionaries helped her get messages across to them. Furthermore, she had cases of parents who would come to the school and confront her because she had said to their children that they were speaking incorrectly at home. She exclaimed:

> How do you tell your parents that you are speaking a slang and that it is totally wrong, you know...that's difficult for a Hispanic to take!.

Laura explained that eventually her students would say that the Royal Academy was the one telling them how to pronounce their language and not her. She observed that some of her Hispanic students were literate because they had received formal instruction in their native countries and they did not exhibit the problems she encountered with the first group. The only problem she found with the literate group was with their writing. She affirmed, "They had minor, little things wrong with it. It comes to fine tuning it." Since these two groups of students were in the same class it became a problem for her. Laura explained:

> So here you had to separate these types of students so we were putting all these native speakers but then within the native speaker group we had a split. That was a problem too. So now what to do, I got what I wanted, my native speakers together, but now there was no way I was going to ask for something different now. I mean ...you know...I would never get it. So I was, Ok, we created the worst animal, you know...we created something even bigger because we had these two students, knew Spanish, and I was supposed to be teaching them at a higher level, right?, but then we still had the student who was non-literate and then the student who was literate.

Laura suggested to the administration of her school not to place students without formal instruction in their native language in levels above Spanish II so they could get some language structure. In her own words:

> They would know a certain tense...if I mention a tense, if I mention mood, agreement, what is number, what is person, just grammatical terms, you know...

Laura explained that non-literate Hispanic students had no concept of what those grammatical terms were in English or in Spanish. Furthermore, Laura faced another challenge when trying to teach Spanish to non-literate Hispanics. Because she is not a native Spanish speaker, Hispanic students resented her when teaching them their language. The majority of the Hispanic students who enrolled in her classes were from the Dominican Republic. She exclaimed:

> It took me a while, I'll say the first nine weeks. It took me the first nine weeks to break that barrier!.

She meant that students did not trust her with her Spanish proficiency and that she had to demonstrate to them that she knew the Spanish language before they would accept that she was also able to teach it.

Another challenge that Laura faced was that in Spanish level III classes she had a combination of students, Spanish non-literate Hispanic students, American English native students, and Spanish literate Hispanic students. This was done so she could have a complete class since her school required that a class should consist of 15 or more students and there were not enough literate Hispanic students to make up a class.

I asked Laura if she thought that Spanish students who were non-literate would be better off in Spanish I regular classes with native English speaking students and she responded:

> Uh...to be truthful and you know I hate saying it because it's coming from an American teacher as some of my Hispanic students call me, 'You are White.' They call me White, they are gonna complain about it because they don't wanna go through the pronunciation, they don't wanna go through all of this. They really can't go to Spanish II, they

> really shouldn't. They really should be able to go back to the very beginning because that way they see where their language came from. they see how it has developed, they see what it is to learn it and they see a lot of things that perhaps they took for granted. And often times I use those students in my class because it helps their self-esteem maybe because it's like, Would you like to be my assistant right now and pronounce these for the students?

Laura felt that using Hispanic students in her classes as role models for pronunciation not only helped their self-esteem but they also took a teacher-like role with the American students. She felt that non-literate and literate Hispanic students would be better off in the regular Spanish II class but that the teacher has to be flexible so "things can work out for both groups and the American students" To that effect Laura discussed that it depends on how much the teacher wants to work with the students.

Laura explained how important it is for teachers to be prepared in aspects such as familiarity with the different expressions and words from Latin American countries. She also pointed out that she had never traveled to Latin America and, "I'm not too familiar with a lot of the Latin American expressions," but she was honest with her students and she would tell them what she did not know. As a result, her students appreciated her honesty rather than criticizing her for not knowing. Laura said she encourages her colleague teachers to use their Latin American students to help them in the instructional process and to give them something extra to do.

She suggested that mixing Hispanic and American students in a Spanish as a foreign language level II course could be done because American students would have already acquired basic Spanish skills in Spanish level I, while the non-literate Hispanic students would be learning the grammar they need and Hispanic students who already have

some Spanish skills could fit well in the level II class. However, she felt that for this last group sometimes it is necessary that the teacher takes these students aside and work with them in something else that would be more challenging.

I asked Laura how she felt about her school becoming a center where students from other schools could attend the Spanish for native speakers' course and always have enough students to make up a class. That was assuming there would be one section for non-literate Hispanic students and another for literate Hispanic students separate from American students. She did not offer a response to my question.

I asked what the curriculum would look like for both groups if the courses would be offered. She responded that she was a strong grammarian and that grammar would be the focus of the course instead of developing oral proficiency because Hispanic students already possess that. She explained that she would provide a strong grammar review and make her students write. For example, "I would pick articles from anywhere, anything that I would find that was interesting."

She described her previous use of the Spanish textbook, *Galeria de Arte*, for her students in Spanish III and IV classes. This is a book that focuses on Spanish literature and art such as Picasso's. She would tell her students, "Pretend you are Picasso and draw a self-portrait of yourself and tell me why you did that." She said that would help her in getting students to learn in a creative way rather than just textbook "stuff." She emphasized that she is a strong grammarian and the students she taught previously, know it. Laura explained that she likes her students "to know verbs and get all the grammar out of the way first."

Laura mentioned the *Dime* textbook series (F. Samaniego, F. Alarcon, & N. Rojas, 1997) as a curriculum option for teachers of Spanish as a foreign language with Hispanic students. This series is a D. C. Heath Company publication that is accompanied by a workbook called *Hispanoahablantes*. These publications provide different activities and questions for Hispanic students. For example, each lesson includes a notation called SNS (Spanish for Native Speakers) which offers suggestions such as asking Hispanic students to prepare questions to ask their classmates or to name other Hispanics who have earned awards in music or sports.

Writing exercises include, to write an informal note to someone or to write a playwright. The authors suggest that if Spanish speakers already know most of the vocabulary of a particular lesson to ask them to identify unknown words from the reading selection.

In regards to re-implementing the Spanish for native speakers' courses in the future at her school, Laura felt that it would work if the school is able to have the number of students to form a class. She said that one year the school changed principals and the following year it was not convenient to have the course. In addition, the guidance counselors had changed and things were "messed up." She explained:

> It's a matter of the administration or who does the scheduling to say this is a priority and we need to keep these students separate and to teach them separately from the other ones because when they have all these students and there are no places for them, regardless of what the teachers want to say, they are going to put them or else the student is not going to be able to take Spanish at all.

She pointed out that at her school the program stopped because of the changes in administration, the reduction of Hispanic student numbers, and the lack of space. As mentioned earlier, for Laura, literate and non-literate Hispanic students scheduled together in one class created problems because of the differences in linguistic needs of both groups.

I also asked Laura if she could address her school administration again now that she knew that if Hispanic students would not be accommodated in Spanish as foreign language classes, they could be separated into two groups. Her response was:

> I guess at this stage in my teaching career (25 years) right now I think that getting them to work together is more important than separating them because I see getting them to appreciate one another would last longer than the knowledge, the grammatical things, and this, and that, and the other. It would be more lasting, more humane.

Discussion

Laura experienced eight challenges during the implementation of a Spanish for native speakers' course at her school:

1) There were two groups of Hispanic students, some who were literate in Spanish and those who were not literate in Spanish;

2) Hispanic students accepted placement in the course because they thought it would be an easy class. But, they did not want to work or study because they were embarrassed for not being able to read and write their own language;

3) Hispanic students had their own slang. Most of them were from the Dominican Republic;

4) Hispanic parents complained that the teacher was telling their children that their Spanish was incorrect;

5) Hispanic students resented the teacher because she was White, English native, and trying to teach them their language. It would take this teacher nine weeks before she was accepted for her knowledge and for her teaching skills;

6) Spanish as a foreign language level III classes were a combination of English native, Spanish non-literate, and Spanish literate students;

7) The number of Hispanic students to make up a class were not enough; and

8) Decisions about the implementation of the course were made by the principal and the guidance counselor. Once these two were not available to support the program, it ended.

Challenges where Hispanic students were non-literate or literate are supported by group interview data, interview with the teacher at high school A and the review of the literature. Laura suggested placing these two types of Hispanic students in Spanish level II if the teacher is willing to be flexible. Based on her suggestion, I requested to the school administration of my 9th grade son to place him in Spanish level II. His teacher happens to be a native Spanish speaker and my son's motivation is high and so is his academic achievement.

Findings suggested that teachers of Spanish as a foreign language with Hispanic students in their classes need to be flexible and try to use the strengths that Hispanic students bring with them. Findings stated in the literature review from Garcia (1991) say that if teachers are highly committed to the educational success of their students and have

high expectations for their students, these will do well in their classes. Garcia also found that if a school has a supportive administration and a supportive parent community, students will be successful.

Kramsch (1993) felt that the most important and the most difficult task of teachers is the ability to listen to their students. She suggests that a critical self-assessment is paramount for further development of all language teachers.

Findings regarding the problems faced by Spanish teachers when they have combined classes of English native and Hispanic students is consistent with findings from the group interview. The resentment Hispanic students felt about being taught Spanish by an English native speaker is also supported by data provided by one group interview participant (White, English native) and the teacher at high school A (Black, English native) who said that it would take them months before students realized that they had knowledge in Spanish to teach them their language. Lambert (1963) found that if students possess a determined motivation and have a positive attitude toward the language they are learning, these students will develop skills in that language.

A new piece of information offered by Laura which was not revealed in the scale, survey, and group interview findings was that Hispanic parents went to her school to complain about her. They claimed that she was telling students that their Spanish was incorrect. It seemed like parents perceived the teacher's action as a disrespect to their home language. If the teacher would have been more flexible in accepting her students' language varieties, maybe their parents would not have been reactionary.

Findings from Laura's information were very revealing for this study. It helped understand the problem in a clearer way. Most of her opinions and comments were consistent with those of previously reported participants such as the important role of the administration recognizing the importance of Spanish as a heritage language programs for their Hispanic students. Also, the important role of the guidance counselor when scheduling students properly, so classes can be successful.

Like others, Laura was also consistent in recognizing the academic needs of non-literate Hispanic students such as grammar, reading, writing, and the needs of literate Hispanic students such as fine tuning their writing skills. However, this last finding was not supported by the group interview finding. This group felt that Spanish literature should be the focus of literate Hispanic students. Laura also stated that teachers need to be familiar with different expressions in Spanish. In reality, this might be difficult to achieve due to the numerous expressions from each nationality that Spanish speaking students represent. She suggested the Dime series as a curricular option for Hispanic students in foreign language classes. This option seemed for feasible when trying to accommodate Hispanic students in those classes.

This study has helped the researcher understand why there is a lack of Spanish as a heritage language courses in Louisiana and it has also assisted in identifying barriers to implementations and potential solutions. One of the solutions based on the findings is that teachers need to have positive attitudes toward their students in the form of flexibility and high expectations.

5.2.2 High School B

This high school has a student population of approximately 1,200. The number of Hispanic students was 180 or 15% of the total population. Most students were White and Black with a small percentage of Asian and students representing other countries.

Individual interview with guidance counselor at high school B

On May 4, 1999 I interviewed the guidance counselor at this school. When I asked her about the number of Hispanics who were U. S. born and recent immigrants she said that most of them had been in the U. S. for a while. I described the study briefly and asked how she felt about offering Spanish for native speakers' courses to develop these students' literacy skills.

She pointed out that she had seen that type of course in transcripts from other states such as Florida. Also, she responded that she usually placed these students in Spanish II which meant that these students cannot take the Spanish placement test if they are placed in Spanish II. "Therefore, they have to be committed to taking Spanish III as well to fulfill the two years of a foreign language requirement." Hispanic students who are literate in Spanish and take the placement tests for both Spanish I and Spanish II credit, usually pass them. This suggests that they have little motivation or not enough time to go on to Spanish III to fine tune their Spanish language skills. However, this counselor felt that it would be a very good idea to have a class specific for the non-literate group. She observed:

> Teachers of Spanish at this school teach a lot of grammar from a point of reference that you would know it in English and that is very difficult for a Spanish child.

I understood this to mean that it is difficult for Hispanic students who are not yet proficient in English to succeed in Spanish when the Spanish grammar taught is closely related to English grammar and probably taught using the English language. The counselor also felt that the instructional approach to be used with recent immigrant Hispanic students had to be different because these students would not know the English grammar.

Counselor at high school B felt that the focus of the Spanish courses offered at her school was not to develop oral proficiency but to develop grammatical skills and in regards to Hispanic students she said:

> I have had Hispanic children fail and I have had them do very well too. But I mean,... I think if they work, they can do well but it's not gonna be easy for them in Spanish I, I find it difficult.

It seemed to me that Spanish teachers at this school were coming more in contact with group I Hispanic students or the non-literate type whose deficiencies include grammar and reading. But these students were generally U. S. born and completed their schooling in English. It looked like their English grammatical skills were not strong therefore they had difficulty learning Spanish grammar.

Then, I asked her what she would suggest for literate Hispanic students and she indicated:

> We would put them in Spanish III. My suggestion for a student like that would be, go take your proficiency test in I and II and then go into III.

However, she said that recent immigrant Hispanic students would not be generally placed in Spanish III because:

> What we do is they take English with their ESL teacher and then the second year they'll take English II. They usually go to summer school to take English III and then come back and they take English IV but usually they are so far behind in those credits that almost all their electives are going to be ESL. Also, we are in a six period day, almost every parish in Louisiana other than (this parish) has seven period days where a child can take more electives....not in Jefferson parish and getting Spanish III, they don't have room in their schedule.

Discussion

At the end of our interview it was clear in my mind that the instructional focus for literate Hispanic students who are not literate in English was to enroll them in ESL reading, ESL speech, ESL English, and in any other elective courses such as Art. The counselor said that placing them in Spanish III had never been suggested to her school as an option.

It seemed to me that at this school a Spanish as a heritage language course would be only beneficial to their Hispanic non-literate students because the focus for those students who are literate in Spanish is English as a second language.

Individual interview with principal at high school B

On May 4, 1999, I arrived at the main office of high school B where I was asked to sit down and wait because the principal of the school was not in yet but that he would return to school shortly. When he arrived, one of the secretaries in the main office directed me to his office. He was a very pleasant gentleman but he also seemed preoccupied by the many duties that his job as a principal demanded. As soon as we were to start the interview, a fire alarm went off. He left me in his office for what seemed like a long time, and finally, he returned to his office very apologetic.

After a brief description of my research study, question answering, and signing of the release form, we began the interview. I explained that based on interviews with teachers of Spanish as a foreign language from other schools, they felt that there are two groups of Hispanic Spanish speaking students. One group speaks the Spanish language but they lack Spanish literacy skills and I understand you have 180 Hispanic students at this school and about 30 of those are taking Spanish I or II as a foreign language (I had gathered this information from the school's guidance counselor prior to our interview).

I explained that teachers I interviewed felt that students who lack literacy skills in Spanish should be placed in a course that could be called Spanish for Spanish speakers. The contents of this course are geared to meet their linguistic needs. This was because the Spanish I as a foreign language curriculum as it is right now is designed for English speaking students and by talking to teachers, they felt that having Hispanic students in those classes is problematic.

Furthermore, I discussed that teachers felt that they had to deal with trying to teach the grammar and also they had to deal with the Spanish language varieties among their students since they came from different locations of the Spanish speaking world. Then, I asked, How do you feel about offering these types of courses where Hispanic students can develop their literacy skills in Spanish and still obtain foreign language credits to fulfill graduation requirements?

This question was requiring a lot of information and he responded in a very positive way. He said that some teachers who are not Spanish teachers look at grades of Hispanic students who are failing Spanish class and they say they don't understand why that

is happening. He said that he usually answers that it is the same with English speaking students failing English. This principal had worked at high school B as assistant principal for 10 years and this was his first year as a principal. In terms of the Spanish for Spanish speakers course he responded:

> You bringing it up like this is really probably the first time that I have had somebody really directly say something in that respect and I think that probably it would be a very good idea to have a Spanish course that would be specifically for those Spanish speaking students who are coming in. Our Hispanic population is growing here at the school and if something could be developed that way I would have no objections to having a course taught like this and of course it would depend on the number of students we would have whether we can have a class.

This principal's attitude toward the idea of a Spanish as a heritage language course was very positive. He seemed to recognize the problem that non-literate Hispanic students have, but he also said that in order to implement such a course there would have to be a way to identify those students before they would start taking the courses. He suggested, "There has to be a test that would be given to students." I told him that some of the recommendations of teachers I interviewed were that the first step to identify them quickly was to ask the students if they were U.S. born and if their home language was Spanish.

I explained that this group would consist of non-literate Spanish students and the other group would consist of those who are recent immigrants and who completed formal schooling in Spanish in their country of origin. I told him that for the non-literate group, the curriculum could be what is taught in English I, but in Spanish, and that students in the literate group could refine their language skills by being placed in Spanish III or IV. To this he said that he would be interested in the results of this study because:

> I am open to anything we can do to help our curriculum, move forward especially in this area. It may get more of the Hispanic students taking the courses knowing full well that they need that.

He felt that for the course to be implemented, a test, a curriculum, a knowledgeable teacher, and financial support were needed to make it happen. Also, he indicated that with the growth of the Hispanic population in the area, the more voices there were, "The louder you can speak and perhaps if a plan is put together that would not require a lot of money, then I think we probably could teach it."

He explained that the argument many people could offer against such courses would be that if Hispanic students are going to stay in this country they really need to develop their English skills and "that's when ESL comes in." He was speaking about the literate Hispanic students at this point because non-literate Hispanic students, for the most part, are already proficient in English.

Discussion

Salient issues from this interview were that money is needed to pay the salary of a qualified teacher for the course, a test is needed to determine which students are literate and non-literate, a curriculum and books are also needed to teach the course. Having that, he felt that he would have no objection in implementing the Spanish as a heritage language courses, also referred previously as Spanish for Spanish speakers and Spanish for native speakers' courses.

The results of this interview are consistent with previous findings. For example; from the group interview, 1) the number of students to form a full class is essential;

2) a well trained teacher that would offer the course;

3) administering a test more challenging than the current placement tests to truly identify students' needs; and

4) use the results of the test for proper placement. From individual interviews at school A,

1) the instructional emphasis of Spanish teachers was to teach grammar; and

2) a different curriculum for Hispanic students in Spanish classes would be necessary.

This principal mentioned that financial resources would be needed for a teacher and for the purchase of curricular materials. This finding is supported by Cummins and Danesi (1990) who stated that an additional challenge to heritage language education is the financial burden and the lukewarm support for the use of public monies for heritage language programs.

Individual interview with teacher of Spanish as a foreign language at high school B

The same day I interviewed the guidance counselor and the principal at this school, I also interviewed the teacher of Spanish. She met me promptly at the ring of the school bell which indicated the beginning of her off period. She led me to her classroom where I briefly explained the study and she signed the release form granting me permission to tape record the interview and to use her information for this study.

The first question I asked was what levels of Spanish was she teaching and she responded that she was teaching levels I and II but that in the past (four or five years ago) she had taught levels I, II, III, and IV. She explained that the number of students enrolling in her classes had declined but that last year (1998) Spanish III was offered again.

She felt that if literate Hispanic students took the Spanish placement test offered in her school district, they would most likely pass it. Therefore, the number of Hispanic students who would enroll in Spanish III would only be a few. She said that she had seven Spanish non-literate Hispanic students in one of her Spanish I classes and she felt that:

> They are finding things that they didn't know before, even though they speak it. They are finally learning what the grammar means and why the structures are the way they are which is a big help to them.

She added that some students decide not to take the placement tests because they feel they would be missing something so they prefer to enroll in her Spanish I and II classes when they really want to take Spanish. Often, students think Spanish I and II are easy classes and they already speak the language but then these students realize that it is not that easy.

The teacher at high school B also said that the Spanish non-literate students don't know the grammatical structure of their language. In regards to this she indicated;

> If I say give me the preterit tense of such a verb they say, 'Give me an example,' so I say, 'No, I won't. You should know what preterit tense means, what the present progressive means, what all the grammatical terms mean. Some of them have no knowledge of what that means at all.

This teacher like the others I interviewed focused on grammar when teaching Spanish as a foreign language to their students. I was curious to know what this teacher thought about teaching literature and other aspects of the Spanish language so I asked, "What about not just the grammar but literature?." She responded:

> Yeah, literature I think it is very important. The only unfortunate thing about that is that they would have to adapt some kind of a textbook

> series that would implement that along with your teaching. But the way the books are now, we really don't have anything that's geared to teaching, to really getting into that, where years ago I used to have them do projects or something just to get them...

This teacher perceived the teaching of literature only if it was a component of the textbook. But she felt that it was unfortunate if publishing companies had to adapt textbooks to include literature.

For literate Hispanic students to be placed in Spanish III, IV or AP she suggested that they need to demonstrate that they know the grammar and only then "I would have no objection to bring them to a higher level at all." This hope seems difficult for non-literate Hispanic students to accomplish because more likely they have not been exposed to formal instruction in Spanish. But, Hispanic students who received schooling in their native countries could explain the use of the grammar in their language as far as they can remember the terminology this teacher expects from students.

This teacher continued the discussion by saying that she felt that speaking Spanish at home does not provide thinking and that there is no thought process because Hispanic students cannot name the grammatical terms of the language they are speaking. I asked this teacher how flexible she was in recognizing the language varieties of students and still pay attention to the cultural and linguistic knowledge they bring to the classroom. She responded that the majority of her Hispanic students usually come from Nicaragua and Honduras and that she accepts some of their grammatical structures even if she has not taught them yet to the class. She tells her students that, "they need to learn other ways of saying the same thing," which might be the ways included in the textbooks she uses.

Like other Spanish teachers, she felt that literate Hispanic students only need to fine-tune their language since they already know so much because of their formal schooling. However, these students generally don't have the opportunity of fine-tuning their language because they have to be placed in ESL classes so they can meet the credits necessary for graduation. For those Hispanic students who are Spanish non-literate, she felt that they need to go back to basics. To this she said, "it would be just like you teach Spanish to an English speaking student."

This teacher felt that to provide Spanish as a heritage language to Spanish non-literate Hispanic students, a test is necessary to determine which students would qualify and what are their linguistic and cultural needs. She felt a test, a curriculum, and materials were needed before a course of Spanish as a heritage language could be implemented. She also said that parents would be more than happy to allow their children to take that type of course.

She felt that the test would determine the needs of the Spanish literate, semi-literate and non-literate Hispanic students. She explained that there is a third group of Hispanic students whom I had not considered before. That group is semi-literate in Spanish because the students were born in the U. S. and received formal schooling in English, but these students went back to their parents' native country for some time and received formal instruction in Spanish. Therefore, they became somewhat proficient in Spanish, and then, they came back to the U. S. In relation to this she explained:

> In some cases the student went back to the parents' native country and came back, you see?. Like I have a little girl, her family is from Honduras and she said she's been here for quite a while and now she

> speaks English quite well and when she goes to Honduras she says she is embarrassed to communicate with her cousins but she says she is afraid because she doesn't know if she is saying it right. You know....it's like a catch 22...you know...for some of them.

This teacher also suggested that in order to implement a Spanish as a heritage language program it was necessary to recruit only students who would be interested in it and have at least 20 students to form a class. She said that maybe offering the program at a center would be a good idea because students can then take classes off campus and that way there would always be enough students to form a class from each Hispanic group (literate, semi-literate, and non-literate).

The problems and suggestions offered by this teacher regarding the implementation of Spanish as a heritage language courses are consistent with all other participants. The recommendations that she made were: a test, a curriculum, the number of students necessary to form a class, and a center school. New information provided by this teacher consisted of a third group of Hispanic students, semi-literate, which had not been identified before by any of the participants.

Discussion

I wondered how this teacher would perform without the textbook. Teachers of Spanish I interviewed, including this one, seemed to use the textbook as their main and powerful tool in their instruction with grammar at the center of it all. When Hispanic students would challenge these teachers, when they would bring to the classroom new synonyms, terminology, and expressions used in their culture, these teachers did not seem to appreciate it, instead, they emphasized grammar and the textbook language.

Because culture, expressions, and colloquialisms change constantly in Spanish speaking countries and in Hispanic communities in the U. S. and abroad, it is easier for publishing companies to include a standard Spanish language and culture with the assumption that they might be common to all. In addition, I noticed that this teacher used a different textbook than the *Dime* series.

Consistent with information provided by Laura, this teacher also felt that Hispanic students must master the grammar before they can move on to higher levels of the Spanish language. Just like the principal and the other teachers, this teacher felt that a different placement test should be administered to Hispanic students. In reference to her comment about students not receiving formal language at home, this teacher might not realize that very few people analyze their own home communication. They don't sit at home to identify every verb tense or every noun-adjective agreement, much less to name the parts of speech by their corresponding grammatical term.

The home language is to communicate, to send meaningful messages to one another. A. Ramirez (1992) pointed out that language is used according to the functions one wishes to accomplish and according to the persons with whom we communicate. In other words, the formal speech used in a language class would be different than the one used at home.

Also, Ramirez found that children learn varieties of the Spanish language according to its use at home. Therefore, the variety of Spanish and/or English Hispanic children bring to school does not correspond to the standard varieties used in school textbooks and classrooms.

In the introduction section of this study, Pino (1997) identified a similar group as the semi-literate that the teacher from high school B referred to. He identified it as first and second generation U.S. born Hispanic students who display various degrees of fluency in English and Spanish. In contrast, the teacher at high school B believed that her semi-literate Hispanic students are generally U. S. born who went back to their countries of origin for a period of time. They received schooling in their native language, then they returned to the United States.

5.2.3 High School C

This high school had approximately 1,500 students during the spring of the school year 1998-1999. Of those, 5% of the population was Hispanic or 75 Hispanic students. It is a magnet school that admits students based on their test scores and other required criteria. Hispanic students were provided opportunities to enroll if they lived in the school neighborhood. ESL classes were offered to those students with limited English proficiency.

Individual interview with guidance counselor at high school C

As with the other two counselors, I briefly described the study and then the participant signed the release form to allow the researcher to tape record the interview and to allow the use of the information provided. After a brief description of teachers' findings regarding the two types of Hispanic students I asked the guidance counselor, How do you feel about offering Spanish as a heritage language courses where Hispanic students develop their literacy skills in Spanish and still obtain their two Spanish credits to fulfill graduation requirements?.

He said that those courses were very needed and because the school had recognized that, they had two native Spanish speaking teachers offering special courses designed for Spanish speaking children at levels II and III. In these courses, he indicated; "They teach basic writing and reading skills."

He also indicated that there is a general assumption that if Hispanic students already speak the Spanish language, they are proficient in reading and writing. But they have found that is not the case, therefore he said, "the two native Spanish speaking teachers assist those students." This counselor was referring to the non-literate Hispanic group. In terms of fulfilling the two years of a foreign language requirement he said that this type of Hispanic student moves on to Spanish III after completing Spanish II. I asked if there were native English speaking students in those classes and he said that only a select group of American students were there.

I asked how counselors would know the needs of Hispanic 9th grade students. He answered that they are placed in those courses. He responded:

> Based on referrals from the ESL teacher who uses the results she obtains from diagnostic tests at the beginning of the school year. These diagnostic tests are given to all incoming high school students whose home language is other than English. Students who demonstrate lack of English language proficiency are placed in ESL classes.

It was clear that the diagnostic tests determine the English proficiency level of students, but the researcher was clear about how the native language proficiency of Hispanic students was assessed. The counselor did not seem to know either. However, it seemed like the students who were proficient in Spanish because they received formal

instruction in their home countries, probably qualified for Spanish levels III and IV and they were referred for placement in those courses. He also said that:

> The ESL teacher is fluent in Spanish and she works together with other Spanish teachers to provide needed services to Hispanic students and the school administration honors those teachers' referrals.

This counselor seemed to be aware of the different needs of Hispanic students and he was very positive about meeting them. "We make sure that they hold on to their language if they are interested in doing that and develop their skills as best they can." He mentioned that some Hispanic students prefer to take French instead of Spanish as their electives.

I asked the counselor if he considered the Spanish levels II and III for native speakers a Spanish as a heritage language course. He answered affirmatively and pointed out that they did not call it "Spanish as a heritage language" because it is not in the books. He was right because the electives that have been approved by the state and the district are Spanish levels I, II, III, IV, and Spanish advanced placement. Furthermore, he explained that the curriculum used for Hispanic students in the Spanish I and II courses offered by the native Spanish teachers was different than Spanish as a foreign language for English speaking students.

I asked about the school's possibility in becoming a center where Hispanic students from other schools could attend just to take the Spanish as a heritage language course. To this he responded:

> Oh, if we can handle that we would have no problem with that at all and I am sure it's a matter of transportation and medium of finance. The

> cost of providing teachers for those students if that can fall within our budget. Each school is budgeted at a certain amount and it allows a certain number of teachers and if the formula would allow the students from other schools, the Spanish speaking children, they would get the 2nd, 3rd, 4th level of Spanish. I think our school principal would go for that and I'm certainly for it. We want children to have whatever they want and need.

The counselor at high school C believed that heritage language courses are similar to what this school offers as Spanish IV and AP levels. We ended the interview with the counselor saying:

> This is a magnet school and we draw from throughout the parish. But with Hispanic children we try to do our best to accommodate them. Two years ago we went through an evaluation process and we were declared a Blue Ribbon School.

Blue Ribbon is an award earned by schools that fit an educational excellence criteria and that apply for that award. He mentioned that, "although the school is old there is quality education going on throughout the school and the students are well disciplined."

Discussion

As one can read the data provided by the counselor, he had very positive attitudes toward Hispanic students and their needs. He would support the idea of implementing the course provided that the finances were available. Fortunately, based on the information he provided, all three groups of Hispanic students are already being provided opportunities to develop their language skills at this school.

For example, non-literate Hispanic students are placed in Spanish II, semi-literate students are placed in Spanish III, and literate Hispanic students are placed in Spanish III, IV or Spanish Advanced Placement. High schools A and B only offered Spanish levels I,

II, and III and their teachers were not Spanish natives. This might explain why at this school Hispanic students are provided opportunities to develop their heritage language. At the same time, this school did not offer Spanish placement tests like did high schools A and B. One of the teachers who participated in the group interview also worked at this school. She explained that the Spanish courses for Hispanic students do not consist entirely of native speakers courses because English speaking students are the majority.

Individual interview with principal at high school C

On May 4, 1999 the researcher met with the principal. After briefly describing the study and answering questions, the principal signed the release form allowing me to tape record the interview and use the information for this study.

After I described my findings regarding what teachers of Spanish had said about the two groups of Hispanic students I asked how she felt about the offering of Spanish as a heritage language courses at her school so Hispanic students could develop their literacy skills in Spanish and still obtain foreign language credits.

She discussed that she was doing something different than the courses I described. Similar to the guidance counselor, she responded that the school tries to place Hispanic Spanish students in Spanish II and then, they move them up to higher levels such as Spanish III, IV or advanced placement. She said that she is always looking for other ways to meet students' needs. Before the school decided to place Hispanic students in higher Spanish levels, she mentioned that, "We noticed these students were just sitting in the classroom and often they would become withdrawn because they were not able to write

the language although they could speak it." I asked the principal if her district had a Spanish proficiency test that students could take and test out of Spanish. She responded that she was not aware of one. Then I asked how she felt about placing literate Hispanic students in Spanish III, IV or AP levels so they could continue to develop their literacy skills. She said that the school already does that and she added:

> A number of our students have been successful in terms of advanced placement. When they go to college they don't have to take that, you know, the first year of a foreign language because they have tested out and they have done fine. As a matter of fact, that's the area our kids have excelled in terms of advanced placements, has been on the foreign language exam.

She said that there is not a defined curriculum for these students but that the school is meeting the instructional needs of its Hispanic students. I asked her if the heritage language courses as I had described them might be implemented at her school. She responded that there needs to be a way to determine Hispanic students who are not literate and only possess oral proficiency in their language:

> You have to have some type of screening, then from there it would just mean in terms of working with the teachers in trying to set up a program.

She explained that Hispanic students are not isolated to form a class, they are mixed with native English speaking students. In terms of scheduling she explained that to be able to work around the master schedule it would be necessary to determine which students need to be "slotted" into a class. But in terms of staffing, teachers are required to have from 25 to 30 students in a class and that a new course might only end up with 12 or 13 students. She described the staffing situation at her school as follows:

> You have to see it globally, as a whole, so it would be for example, if that teacher previously taught 30 students and now that teacher is only teaching 15 kids, then it will be staff for that because where would the other 15 kids go, you understand what I'm saying?.

She continued to discuss that in addition to scheduling, an additional staff member would be needed. She said that it could be worked out within her staff but it would be "pulling" from other teachers. She felt that her current Hispanic student population (75 students) would not lend itself to creating separate classes.

Discussion

Based on the 75 Hispanic students at her school it seemed to me that she could easily form a class of Spanish as a heritage language levels I and II for non-literate and semi-literate Hispanic students and continue to place literate Hispanic students in Spanish III, IV or advanced placement. Once again the issues of scheduling, having enough students to form a class, having a teacher for the courses, a way to screen Hispanic students, curriculum, and financial needs continued to emerge as the solutions and also as the obstacles for the implementation of Spanish as a heritage language courses.

Individual interview with teacher of Spanish as a foreign language at high school C

This interview was conducted by telephone because the teacher was not available on the date the interview was scheduled. However, this same teacher participated in the group interview and some of her views were in an earlier discussion of this section. The researcher wrote notes to gather the data and after briefly describing the study, the teacher explained that based on her experiences teaching Hispanic students and a native Spanish speaker herself, she felt that over the years working at the same school, she had to insist

that Hispanic students be placed in a separate class according to their linguistic needs. Non-literate Hispanic students were placed in one of her Spanish II classes but she felt frustrated because these students were still being placed with native English speaking students in the same class.

This arrangement made her work more challenging because the *DIME* textbook series that the district provided has not been designed for Spanish speaking Hispanic students only. But it provides notations about how to assign different activities to accommodate them. Therefore, she uses additional resources to meet their linguistic needs.

For Spanish non-literate Hispanic students placed in Spanish level II, I asked what the curriculum would look like if the course was Spanish as a heritage language for these students. She said:

> The course of study should center around reading and writing to include activities such as how to write a paragraph, how to write stories, and how to answer questions. This would be beneficial to students.

She added that for literate Hispanic students in Spanish level III the course would become a literature course using writing, and the use of a textbook would not be essential. Also, instruction would center around:

> Syllable separation in Spanish, essays, compositions, the use of newspapers, word classification, accent marks, and research projects.

She explained that her Spanish IV course is for seniors and it includes some Hispanic students who are literate. The focus of instruction in this class is writing, literary analysis, essay writing, and she prepares these students to take the Spanish advanced placement test. In addition she said, "Students listen to a presentation and then they listen

to it again and answer questions about the presentation." Students also study about newspapers, magazines, books, and videos. She said that students in her advanced placement course focus on Spanish literature.

Furthermore, she explained that universities give credit for AP Spanish courses that students take in high school. For example, she explained that one of her students was able to graduate from college earlier than expected because the university gave her credit for the AP Spanish AP course that she took in high school.

Discussion

Content analysis of this interview suggested that teacher at high school C had positive attitudes toward teaching Spanish to Hispanic students. She has tried to remedy the situation of serving the linguistic and cultural needs of Hispanic students at her school. For example, she used the Dime series textbook activities to accommodate non-literate and literate Hispanic students in Spanish II. She recognized the challenge of trying to meet the needs of Hispanic students in those classes along with English native speakers.

Findings suggest that Hispanic students who are literate had opportunities to refine or fine-tune their language skills in Spanish IV and AP classes where the focus of instruction was Spanish literature. Still, having enough Hispanic students to make up a class and the appropriate instructional materials were issues for this teacher. Those two issues are consistent with findings from individual and group interview results.

CHAPTER 6

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter consists of seven major sections. The first section consists of a synopsis of the investigation. The second, third, fourth, and fifth sections consist of findings, conclusions, and recommendations based on each of the four research questions of this study. The sixth section are the overall conclusions and the seventh section provides recommendations for future research.

6.1 Synopsis of Investigation

The purpose of this study was to explore the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students in urban schools. The project sites were high schools in East Baton Rouge, Jefferson, and Orleans school districts.

The methodology for this study included the use of quantitative data derived from the *Language Attitudes of Teachers Scale* and the Attitudes of Teachers of Spanish as a Foreign Language Survey. Also, this study included qualitative data that was derived from a group semi-structured interview with 5 volunteer teachers of Spanish as a foreign language, and 9 semi-structured individual interviews with teachers of Spanish, principals, and guidance counselors of three high schools. The data collection phase lasted six months.

This study was guided by four research questions: What are the attitudes of teachers of Spanish as a foreign language toward, 1. the role of English in the United States, 2. the use of the English language at home and at school, 3. the Spanish language, and 4. teaching Spanish as a heritage language to Hispanic students.

The data gathered were analyzed to indicate common patterns in teachers' attitudes in regards to the four research questions but, particular attention was given to their attitudes about teaching Spanish as a heritage language to Hispanic students.

The quantitative and qualitative nature of the research design and the opinions of teachers provided an understanding of the research problem in regards to the lack of heritage language programs for Hispanic students and for few of these students enrolling in Spanish as a foreign language courses. In addition, participants suggested a variety of solutions to barriers for the implementation of heritage language programs in Louisiana and to ways to accommodate Hispanic students in Spanish as a foreign language courses.

6.2 What are the Attitudes of Teachers of Spanish as a Foreign Language toward the Spanish Language?

The introduction chapter of this study included information about a review of data from the U. S. Census Bureau, 1990, where Spanish was the prevailing language other than English in 39 states and the District of Columbia. The Spanish-speaking population was the largest language minority group at 17.3 million in 1990 and 31 million in 1999. Therefore, the purpose of this question was to find out how teachers feel about the Spanish language and its importance in their geographical area. Findings for this question were gathered using the Attitudes of Teachers of Spanish as a Foreign Language Survey and interviews. Those findings are described in the section that follows.

6.2.1 Findings

During the 1996-1997 school year, Louisiana had a total of 38,637 students enrolled in high school Spanish as a foreign language classes. Based on an informal survey sent to

Spanish teachers in the state, 13 teachers reported that 104 Hispanic students were enrolled in high school Spanish as a foreign language classes during that year. In general, Hispanic high school students (grades 9-12) totaled approximately 3,000 students in Louisiana schools. Demographic data gathered from the Attitudes of Teachers of Spanish as a Foreign Language Survey indicated that 48% of teachers of Spanish in public high schools who responded were White and 79% were female. Also, most of these teachers taught Spanish level I (77%) and Spanish level II (73%) during the 1998-1999 school year. These findings are consistent with information reported in Table 1.2 (p.13) of the introduction chapter that of 38,637 students, 16,516 were enrolled in Spanish level I and 9,801 were enrolled in Spanish level II.

Findings from the survey indicated that 89.5% of teachers agreed or strongly agreed that Spanish should be taught to most students in the state of Louisiana. Of teachers, 93.6% agreed or strongly agreed that the Spanish language plays an important role in this state. Also, 91.5% of teachers agreed or strongly agreed that local communities need to preserve the Spanish language and 75% of teachers felt that the Spanish language is worth learning.

Findings from the group interview indicated that Spanish is the second most commonly spoken language in the U. S. and teachers suggested that it can be recognized as an official language (p.113). Teachers also suggested that Hispanic parents should speak Spanish at home so the language can be developed and their cultural heritage can be preserved and family connections can be maintained.

Findings from individual interviews' data suggested that teachers were aware of the varieties of the Spanish language based on the different countries where that language is

spoken. Also, that teachers of Spanish should be exposed to those varieties. Teachers were aware of the importance of Spanish to increase students' academic achievement.

6.2.2 Conclusions

Most teachers of Spanish as a foreign language tended to have positive attitudes toward the Spanish language. For example they felt that Spanish plays an important role in the state, that Spanish is a language worth learning, that it should be preserved in local communities, and that Spanish should be taught to most students in the state. These views are consistent with the large number of students (38,637) that were enrolled in high school Spanish courses during the 1996-1997 school year. Although teachers recognized the importance of the Spanish language in Louisiana for most students, few Hispanic students were enrolled in those courses.

6.2.3 Recommendations

1) Teachers should address the linguistic needs of Hispanic students in their classes through a variety of appropriate strategies and materials;

2) Teachers should become more aware of their Hispanic students' cultural and linguistic backgrounds, including Spanish language varieties; and

3) Teachers should receive training on how to accommodate the needs of Hispanic students in their classes.

6.3 What are the Attitudes of Teachers of Spanish as a Foreign Language toward Teaching Spanish as a Heritage Language to Hispanic Students?

In the statement of the problem it was indicated that since few Hispanic students enroll in Spanish as a foreign language courses it might be due to the attitudes of teachers,

In addition, it was indicated that Spanish as a heritage language programs could be the answer and that only few attempts have been made by schools to offer these programs.

In the U. S., heritage language courses are offered separately from Spanish as a foreign language courses and they are common in Arizona, California, New Mexico, and Texas. Hispanic students in these programs come with a variety of proficiency levels of their language.

The next section will provide findings regarding teachers' attitudes toward Spanish as heritage language programs that provide some insight about the lack of those programs in Louisiana high schools. The data was collected from the Attitudes of Teachers of Spanish as a Foreign Language Survey and interviews.

6.3.1 Findings

Survey and interview results provided very important information related to this research question. Most teachers (91.6%) agreed or strongly agreed that teaching Spanish to Hispanic students contributes to their academic achievement. This is supported by the research of Lucas (1993) who found that effective secondary schools with language minority students who were academically successful, provided native language development through formal classes such as Spanish for Spanish speakers.

Similarly, Garcia (1991) conducted descriptive research studies of schools where language minority students, largely Latino, were successful academically. He found that students progressed systematically from writing in their native language to writing in English, making this a gradual transition. Also, Fernandez and Nielsen (1986) compared heritage language proficiency with school success. They concluded that acquiring

proficiency in Spanish had a positive effect on students' academic achievement and the degree of Spanish proficiency acquired assisted to an increase of English vocabulary.

Findings from the interviews also supported that teaching Spanish to Hispanic students assists in their academic achievement. For example, in the group interview, one of the participants described her two children's experiences in high school while enrolled in Spanish as a foreign language classes and said that as they were learning Spanish in high school their English grades improved because they were made aware of their English language. Upon high school graduation one of her children joined the U.S. Army where she used her bilingual skills as a linguist.

The majority of teachers (97%) also tended to have positive attitudes toward the idea that Hispanic students should enroll in English as well as in Spanish as a foreign language classes because it would enhance their language skills (96%). This finding had mixed results because few Hispanic students were enrolled in Spanish as a foreign language classes.

Teachers agreed (46%) or strongly agreed (27%) that they would be willing to teach Spanish as a heritage language to Hispanic students. Although teachers tended to have positive attitudes toward teaching Spanish to Hispanic students and were willing to teach Spanish as a heritage language, they also agreed or strongly agreed (65%) that Spanish as a heritage language courses should be taught separately from Spanish as a foreign language courses.

From interviews, one of the reasons teachers felt both courses should be taught separately might be because Hispanic students can be classified based on their knowledge

of the Spanish language as Spanish literate, Spanish semi-literate, and Spanish non-literate.

1) Spanish literate Hispanic students: teachers defined this group as Hispanic students who received formal instruction in Spanish in their native country and who possess literacy skills in Spanish. Usually these students are recent immigrants and non or limited English proficient.

2) Spanish semi-literate Hispanic students: this group was described by teachers as having limited literacy skills in Spanish. These students were generally born in the United States but left the U.S. to go to their parents' native country where they enrolled in school and received formal schooling for a few years and then returned to the United States.

3) Spanish non-literate Hispanic students: this group was reported as the largest. They are U.S. born and speak Spanish at different proficiency levels. Some speak Spanish at a level compared to a five to eight year old Spanish-speaking child, others possess a teenager speech level but lack reading and writing skills in Spanish. Teachers reported that many of these students have not been exposed to the Spanish written language and more likely their parents have limited schooling.

Based on the review of the literature, Rodriguez (1997) established a similar classification of Hispanic students with varying levels of Spanish proficiency:

1) Third or fourth generation U. S. born Hispanics: these students are English dominant with limited speaking skills in Spanish.

2) First and second generation bilinguals: these students display different degrees of fluency in English and Spanish. These immigrant students are Spanish language dominant and they differ in the amount of formal education received in Spanish.

Likewise, Valdes (1995) described the characteristics of Hispanic students who usually enroll in courses for native speakers as follows:

1) Newly arrived: students who are limited English proficient and who might have had good or limited schooling in their Spanish-speaking country.

2) U. S. born and raised: students who might have good, limited or poor academic and oral skills in English and who might have good, limited or no academic skills in Spanish.

Findings about teaching Spanish as a foreign language and Spanish as a heritage language as separate courses are consistent throughout the information gathered from the the survey, the interviews, and the review of the literature. In addition, teachers, guidance counselors, and principals identified the following barriers for the implementation of heritage language courses as follows:

1) Lack of an appropriate curriculum: during the group interview participants said that the curricular content to teach Spanish to non-literate Hispanic students could include written compositions, documented essays, literature, writers, history, and grammar. A curriculum similar to what English dominant students are taught in an English course. This type of curriculum is not available in commercial publications.

However, findings from individual interviews suggested that the focus of the course should be Spanish grammar because non-literate Hispanic students lacked skills such as subject-verb agreement, verb tenses, and grammatical terms in general. Interviews with counselors were consistent with that finding. The guidance counselor at high school B pointed out that, "Teachers of Spanish at this school teach a lot of grammar from a point of reference that you would know it in English and that is very difficult for a Spanish child."

This counselor recognized that some Hispanic students failed level I Spanish as a foreign language courses because these students not only lacked Spanish grammar skills but also reading skills. At the same time these students were born in the U. S. and their schooling was in English but their English grammatical skills were also weak, therefore they had difficulty learning the Spanish grammar.

These findings are contrary to what Valdes (1995) suggested about the pedagogical focus for Hispanic students. She recommended that developing reading and writing skills in Spanish should be the aim. In addition, Valdes felt that Spanish teachers usually aim to produce students who communicate in Spanish and if the student already communicates in that language, there is nothing left for teachers to do.

In the first chapter of this study, a description was provided about the main objective of Spanish level I courses. These courses generally aim to enable English students to attain measurable degrees of communicative competence and proficiency in listening, reading, writing, and speaking through vocabulary, grammar structure, pronunciation, conversation, and culture (Schmitt, C., Woodford, P., and Marshall, R., 1989).

During group and individual interviews, teachers also suggested that it is possible to accommodate non-literate Hispanic students in regular Spanish as a foreign language classes if appropriate materials are used. For example, they suggested the *Dime* Spanish textbook series which has notations in every lesson about enrichment activities appropriate for native Spanish speakers. Also, this textbook is accompanied by a workbook designed for native Spanish speaking-students. This finding was consistent with survey results since most teachers (83%) tended to feel that the Spanish high school curriculum could be

designed to teach Spanish to Hispanic students. Findings regarding curriculum for literate Hispanic students was obtained from group and individual interviews.

Participants indicated that literate Hispanic students only need to fine-tune their language because of the formal schooling received in the Spanish language in their native countries. Teachers suggested that these students could be placed in Spanish III or IV to meet their linguistic needs. For example, a Spanish level III curriculum focuses on improving students' skills in reading, writing, and speaking. Through the readings, students are exposed to topics that include universal themes such as human relations, work, travel, politics, daily life, and entertainment. The readings are selected from popular magazines, literary collections, short stories, poetry, essays, and articles (Jarest, J., and Robinson, M., 1990).

Findings from individual interviews suggested that the curriculum and instruction for literate students could center around syllable separation, written accents, use of newspapers, magazines, videos, literature, and compositions. But in order to attract Hispanic students to enroll in Spanish as a heritage language courses, they would have to promote the program because it would be an elective course. They said that non-literate and semi-literate Hispanic students usually opt to take the Spanish proficiency tests and then they enroll in other electives. Spanish literate Hispanic students usually enroll in English as a second language classes which are elective courses. Therefore, they might not have room in their schedules to enroll in a Spanish as a heritage language course or even enroll in Spanish as a foreign language levels III or IV courses.

In general, administrators and teachers were supportive about addressing the linguistic needs of Hispanic students. For example, the principal at high school B was very positive about the idea of a Spanish as a heritage language curriculum. To that effect he indicated, " I am open to anything we can do to help our curriculum move forward especially in this area." In addition to a curricula, Campbell (1996) pointed out that Spanish as a heritage language courses require different curricular materials, assessment instruments, and instructional strategies.

2) Lack of an appropriate assessment instrument: this was a major concern of teachers, principals, and guidance counselors. They felt that an appropriate test was needed to identify the different levels of Spanish proficiency of Hispanic students to inform placement and instructional decisions. Teachers were concerned about voluntary Spanish placement tests administered every spring to Hispanic students at high schools A, and B. Teachers felt that most Hispanic students of any of the three groups could pass these tests which have been designed for English native speakers. Therefore, few Hispanic students enroll in Spanish courses in order to take other electives that will assist them in fulfilling requirements for graduation.

3) Lack of knowledge of students' literacy levels for placement: findings were abundant regarding suggestions for placement of Hispanic students. With the lack of Spanish as a heritage language programs, teachers suggested that non-literate and semi-literate Hispanic students should be placed in Spanish level II. They recommended that teachers in those classes should be flexible in the use of instructional approaches and seeking and using instructional materials to address the literacy needs of these Hispanic students.

Teachers suggested that Spanish literate Hispanic students should be placed in Spanish levels III or IV to fine-tune their linguistic skills. The principal and guidance counselor at high school C indicated that these students were already being placed in those courses based on referrals from native Spanish teachers. However, guidance counselors at high school A and B indicated that these students were placed in ESL classes because they have to meet English requirements in order to graduate, therefore they would not benefit from a Spanish III or IV elective.

For example, the principal at high school B said that people would offer arguments against placing new immigrant Hispanic students in Spanish because if these students stay in this country they really need to develop their English skills and "that's when ESL comes in." Teachers felt that guidance counselors lack the knowledge about the literacy levels of Hispanic students to make placement decisions.

4) Lack of scheduling options: teachers felt that guidance counselors need to become aware of the different Spanish proficiency levels of students when scheduling them into a particular section. On the other hand, guidance counselors felt that scheduling is a major problem for them because there is a master schedule used by all schools and in order to schedule Hispanic students into a particular course these students need to be "slotted" into a particular section. They felt that in order to be in a particular course, a selection criteria or screening instrument are needed to know which students would benefit from Spanish as a heritage language courses.

In one of the high schools where Spanish for native speakers was offered in the past, the guidance counselor asked Hispanic students if Spanish was spoken at home, if their reply

was positive, they were placed in one section. The Spanish teacher of this section felt that this arrangement created a bigger problem for her and she described it as follows:

> So here you had to separate these types of students so we were putting all these native speakers but then within the native speaker group, we had a split. That was a problem too. So now what to do?

The program was discontinued because of the problem described above, the school administration changed, there was a reduction of Hispanic students, and they did not have enough space for the program at the school.

Another concern of teachers was the fact that, in order to fill up classes, guidance counselors schedule English native and Hispanic students in classes with combined Spanish levels such as Spanish II and III together. This aggravated the problem even more. Also, principals had concerns about scheduling if they tried to set up Spanish as a heritage language courses. They felt that there would probably not be enough students from each group of Hispanic students (non-literate, semi-literate, and literate) to make up a class.

5) Lack of financial resources: the principal at high school B recognized the linguistic needs of Hispanic students, but one of his main concerns other than a screening test and a trained teacher were financial resources. This was to purchase curriculum materials, pay for the salary of the teacher, and finance any other expenses that the program would require. The guidance counselor at high school C felt the same way. He indicated that the implementation of a Spanish as a heritage language program would depend on a, "medium of finance. The cost of providing teachers for those students if that can fall within our budget. Each school is budgeted at a certain amount and it allows certain number of teachers." This finding was consistent with the review of the literature from Cummins and

Danesi (1990) who felt that an additional challenge to heritage language education is the financial burden and the lukewarm support for the use of public monies.

6) Lack of support from the school administration: teachers and guidance counselors felt that the implementation of any course depends primarily on the philosophy and the decision of high school principals and curriculum coordinators. Teachers suggested that if parents, students, and teachers were more militant about pressuring the school administration, courses such as Spanish as a heritage language could be implemented. Therefore, principals need to examine their foreign language or language financial allocations or other funding sources to support heritage language programs.

7) Lack of adequate numbers of Hispanic students: teachers, guidance counselors, and principals felt that a school must have enough Hispanic students to offer three separate heritage language courses (I, II, III) considering that each class has to have a minimum of 20 students. This is because the number of teachers allotted to each school is dependent on the total number of students. They also felt that if a teacher has fewer students, other teachers would have larger classes of students. In the group interview the notion of creating center schools was suggested. This means that if a school offered these courses, Hispanic students from other schools could enroll in them using the zone crossing waivers and transportation system already set up in the school districts for other courses. This way, these courses would always have enough students to fill up a class.

8) Lack of trained teachers: Valdes (1995) pointed out that Spanish as a heritage language courses require trained teachers whose pedagogical approaches focus on reading and writing skills in Spanish. When teachers were asked in the survey if they were pedagogically

prepared to teach Spanish as a heritage language to Hispanic students most teachers (75%) tended to disagree. Of teachers, 89% were in general agreement that universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in teacher preparation courses. Also, survey results indicated that 67% of teachers felt that they can recognize the variations of the Spanish language that Hispanic students bring with them. However, findings from individual interviews indicated that teachers are not familiar with the varieties of the Spanish language that their students bring with them, therefore a teacher of Spanish as a heritage language should have had exposure to those varieties.

Moreover, information from the group interview indicated that a teacher of Spanish as a heritage language should be a native speaker, who has a broad knowledge of the Spanish language, culture, and literature. Some participants in the group interview felt that Louisiana has some of these teachers and they are currently teaching Spanish levels III and IV.

Findings from individual interviews suggested that if teachers of Spanish have Hispanic students in their classes they need to find ways to accommodate these students. The following ideas were provided: use Hispanic students to assist their teachers in the instructional process and assign activities appropriate for Hispanic students such as those included in the *Dime* textbook series for native speakers.

In addition, the review of literature suggested that teachers working with language minority students should have high concrete expectations and have the means of supporting and promoting native language use and development. These attitudes communicate to students that they are valued and respected and so are their language and culture (Lucas,

1993). Similarly, Garcia (1991) concluded that teachers in schools with academically successful language minority students were highly committed to the educational success of their students and served as student advocates and continued to be involved in professional development activities.

9) Lack of positive attitudes of Hispanic students in Spanish classes: the review of literature offered the following findings regarding the attitudes of students learning heritage and second languages. Krashen (1996) pointed out that there are other significant barriers to the maintenance and implementation of heritage language programs. These barriers come from the same language minority populations due to: their desire to fully integrate into the target culture, rejections of their heritage culture, ridicule and correction when the heritage language is used by more competent heritage language speakers, reluctance to use the heritage language, and the lack of good heritage language programs.

Toukomaa and Skutnabb-Kangas (1997) suggested that the negative attitude of students to learning through the second language (non and semi-literate Hispanics) might be due to their lack of cognitive skills in that language. These students are described as those who: have low levels of competence in both languages, have competence in one but not two languages with negative cognitive effects, and have competence in two languages and their cognitive effects are positive.

The purpose of this study was to explore teachers' attitudes but in the course of the research process teachers reported that Hispanic students in their classes had attotudes similar to those suggested Krashen (1996), and Toukomaa and Skutnabb-Kanga (1997). During the group interview one of five participants, an English native, White teacher

reported that her Hispanic students fight her because they do not trust her knowledge of the Spanish language and that it took her one semester to gain the confidence of students to show them that she knows her subject matter. This teacher felt uncomfortable having Hispanic students in her classes because of this mistrust.

Likewise, from individual interviews, one of the teachers interviewed went through the same experience with her Hispanic students. These students resented her because she is not a native speaker. In addition, she would often tell them that their Spanish was incorrect and this caused parents to complain to the school administration. She tried to teach standard Spanish from the textbook and was not familiar with the variations of the Spanish language that her students brought to her classes. These students were primarily from the Dominican Republic.

Her difficulties were eliminated when she realized that her Hispanic students were self-conscious about their language because they could not read it or write it (non-literate and semi-literate groups) and it was hard for them to take criticism. She convinced her students that there is a standard Spanish language regulated by the Spanish Royal Academy, and that it is this Academy that dictates the conventional use of the language. Further, she suggested that Hispanic students need to be flexible about learning from other Hispanic cultures and also other variations of the Spanish language. This same teacher felt that her Hispanic students lacked motivation and did not want to do anything extra unless it had a grade value.

The review of literature suggested independent factors in students for the development of skills when learning a second language: an intellectual capacity, an

appropriate attitudinal orientation, and a determined motivation to learn the language (Lambert, 1963). Glisan (1987) studied the attitudes of English-speaking students in Spanish courses to gather information about opinions on the effectiveness of their Spanish language instruction.

Results indicated that students had positive attitudes about the speaking experiences, grammar explanations and the reading/writing components of the course. They felt that good teaching was happening in the class. This suggested that if students perceive a supporting environment full of engaging activities, their interest and enjoyment for the language increases and they are more likely to continue to develop the language skills in future courses.

6.3.2 Conclusions

Attitudes of teachers, principals and guidance counselors toward Spanish as a heritage language courses were positive but they described a series of factors that are barriers to their implementation. Schools require a specific curriculum, instructional strategies, assessments, financial resources, scheduling options, placement decisions, staff, and the support of the school administration.

Spanish is an elective course that is taught in most high schools in the state but the creation of Spanish for native speakers courses does not enjoy the same support as Spanish as a foreign language courses because of the factors mentioned above and the insufficient number of Hispanic students that would make up a class. Additionally, Hispanic students belong to three different groups according to their proficiency level in Spanish, non-literate, semi-literate, and literate. Each group has specific needs. Teachers suggested that Hispanic

students in the first two groups should be placed in Spanish as a foreign language courses level II, where teachers can provide accommodations such as those found in the *Dime* textbook series. The literate group should be placed in Spanish level III or IV. This last group has less chance of being placed in levels III or IV because not all schools offer those levels. Also, these students are generally literate in their native language and they are placed in ESL classes to meet graduation requirements.

6.3.3 Recommendations

School administrators and teachers need to find the financial resources and ways to offer Spanish as a heritage language courses. A suggestion is the creation of a center school where the courses could be offered particularly to Spanish non-literate and semi-literate students. High school A would be the ideal location because it has the largest number of Hispanic students (600) and courses would make up full classes. A native Spanish teacher with a broad cultural and linguistic background in the Spanish language and who has high expectations for the academic success of students should be identified to teach the courses.

Teachers of Spanish as a heritage language should focus their instruction on compositions, documented essays, culture, history, literature, and grammatical structures. Caution should be taken not to focus on grammar only. Teachers of Spanish as a foreign language with Hispanic students who could not attend the center school and enroll in their classes could accommodate Hispanic students by using appropriate instructional materials and strategies such as those suggested in the *Dime* textbook series. In addition, these teachers should receive staff development on ways to accommodate their students and focus

their instruction in developing reading and writing Spanish skills through the use of compositions, essays, culture, literature, and not only focus on grammar.

A screening criteria is needed for guidance counselors to identify non-literate and semi-literate Hispanic students to place them in Spanish level II and to place literate Hispanic students in levels III and IV whenever possible.

6.4 What are the Attitudes of Teachers of Spanish as a Foreign Language toward the Role of English in the United States?

This question gathered information about a variety of issues dealing with the role of English in the United States. Findings were gathered primarily from the *Language Attitudes of Teachers Scale* (LATS) and from the group interview.

Immigrants, children and adults alike have experienced the challenge of learning English to function in the mainstream American society. Children have had to learn it at school along with content area subjects to be promoted to the next grade level. In 1974, the U. S. Department of Education's Office for Civil Rights issued the Lau v. Nichols decision to mandate services to limited English proficient students (LEP) (Hakuta, 1986).

In 1991, the same office issued compliance procedures for schools districts to provide effective instruction to LEP students. These requirements stemmed from litigation cases where children were not provided access to meaningful education because of their lack of English language proficiency. Access to meaningful education is provided in most Louisiana's schools through additional language support in the form of tutoring, ESL, or bilingual education programs.

6.4.1 Findings

Information for this question was obtained from results of the *Language Attitudes of Teachers Scale*. More than half of teachers (52%) agreed or strongly agreed that to be considered an American one should speak English. These results are almost evenly divided because other teachers feel the opposite. However, when teachers were asked if English should be the official language of the United States, 70% of teachers agreed or strongly agreed.

Findings from the LATS scale indicated that 70% of teachers agreed that English should be the official language of the U. S. Group interview findings supported both points of view. For example, one of the participants indicated that although she felt that English should be the official language, people should not be penalized for not speaking English. Two people should be able to communicate in their own language. In doing so, they should not be ridiculed because this is a multicultural society represented by people from many countries who make contributions to their communities. A study conducted by *Newsweek* Magazine showed that Hispanics contribute $300 billion dollars per year to the U.S. economy (Larmer 1999).

Some of the group interview participants disagreed because they felt that English should be the official language because it makes the legal system, education, books, and everything easier. In addition some others felt that one language is a common bond for everyone. They felt that having one official language should not mean closing the doors to other languages because this is a global society. Participants added that other languages can become official. For example, Spanish, because it is the second most commonly spoken

language in the U. S. According to Lamer (1999) the Hispanic population has increased to 31 million since 1990. It is projected that by the year 2005, nearly one quarter of the U.S. population will be Hispanic.

Participants mentioned Switzerland as an example where there are two or more languages that are official. Therefore they suggested that the United States can recognize Spanish as an official language.

Spanish-speaking immigrant populations in Louisiana are not new. In 1772, the new governor of Louisiana, Bernardo Galvez from Spain encouraged immigration to the new province. The major influx of immigrants came from the Canary Islands, Spain between 1770 and 1783. They settled in what today is St. Bernard Parish, south of New Orleans. Some of these immigrants later settled in Ascension, East Baton Rouge and Lafourche parishes (Holloway, 1993). From 1950 to 1970, immigrants from Latin America moved to Louisiana, particularly in Jefferson and Orleans parishes. Today, immigrants still arrive daily from 73 or more different countries representing 28 language groups where Spanish is one of the largest language groups. This group is represented by 20 different countries and has brought a rich and diverse cultural and linguistic treasure to this state.

Findings from the LATS scale also indicated that teachers agreed or strongly agreed (75%) that they would support government spending additional money to provide better programs for linguistic minority students in public schools. In 1968 after political efforts of the Hispanic community in the U. S., Congress enacted the Title VII Bilingual Education Act to fund programs to supplement the education of language minority students with limited English proficiency. However, these financial resources are discretionary and

highly competitive and i. a school or school district does not receive a grant award, they have to locate other funding streams to provide additional education support to LEP students.

In regards to local and state governments requiring that all business (including voting) be conducted in English, 51% of teachers disagreed or strongly disagreed with that statement. Responses were divided and the group interview provided insight about some of the reasons why some teachers agreed while others disagreed. For example, those who disagreed indicated that some people are not ready to participate in government businesses because they are new immigrants and it requires time for them to learn English.

Teachers suggested that in areas where there are large populations of immigrants it would be appropriate for government documents to be translated in the native languages of newcomers. A specific example was provided by one of the participants who indicated that:

> In Puerto Rico we have everything printed in Spanish but underneath everything is in English, everything, every single document; birth certificates, marriage licenses, everything is bilingual. I know that's a separate and a very unique situation but we can do that here by area.

One participant represented the 51% of teachers who disagreed because she said that people who are motivated to learn English will learn. She felt that our society does not need "to babysit adults" because their responsibility of becoming an American is to speak the English language because we all should speak the same language.

This argument was very odd because this participant did not seem to be sensitive to the fact that it takes adults a long time to learn English especially if they have to work to

survive which is usually the case in this state and sometimes they have to hold two jobs to make ends meet. This situation does not allow them time to attend English classes if they are available. In Louisiana, adult ESL classes are only common in urban areas, therefore immigrant adults who live in rural areas are at a disadvantage. Also, the English barrier generally only allows them to work in manual or labor related jobs where only survival English skills might be needed. This situation is aggravated when these adults have children and have to provide for their basic needs. There exist many cases in Louisiana of single parent immigrant families (usually the mother) where this parent is the sole provider.

Jakobovits (1970) felt that the attitudes of people and government toward languages pertain to the larger socio-cultural context based on the attitudes that prevail within the community.

Although most teachers felt that to be an American one should speak English, 96% of them also felt that it is important for people in the U.S. to learn a language in addition to English. This finding is consistent with the research of Krashen (1999) who suggests that to live in a multilingual, multicultural society, to compete successfully in the global market, and to take full advantage of communication technologies, basic education in the year 2,000 must include competence in second and even third languages.

Izaguirre (1998) points out that a debate that exists in the U. S. over language has three aspects; language as a problem, language as a right, and language as a resource. These three aspects cause contradiction among people. On one hand some agree that the United States should make foreign language acquisition a priority in schools. On the other hand some believe in assimilating immigrants into the mainstream American culture.

In contrast Baker (1993) explained that there is a divergence of opinions concerning language learning. Some educators and researchers emphasize English language skills, others emphasize the importance of second and third languages, and others focus on moral, social skills, and self-esteem. There is a variety of values and beliefs among different interest groups.

6.4.2 Conclusions

Teachers tended to support the opinion that English should be the official language of the United States because there should be one common bond. Others suggest that there should be other official languages such as Spanish because it is the second most commonly spoken language in the United States. The United States should value other languages and cultures as well as English and the mainstream American culture.

From the scale and group interview findings, some teachers suggest that government business should be conducted in English (including voting) because part of the responsibility of being an American is to learn English and that adults should not be given concessions. However, others feel that it takes time for new immigrant adults to learn English because they generally obtain jobs to survive and don't have time to attend ESL classes if they are available. One participant suggested that translated documents is the answer. For adults to function effectively and be productive in their new environment they need linguistic and social support to accomplish the necessary tasks imposed by local and state governments until they learn English.

People should learn other languages in addition to English because to compete in this global society and world markets, proficiency in more than one language should be

considered a national resource. Ethnocentric views are only for those who feel comfortable with their own language and culture and the recognition of other cultural and linguistic assets that are outside their norm seem like a threat.

To be an American, people should speak more languages than just English. Teachers of Spanish should recognize this and encourage other people to do so.

6.4.3 Recommendations

1) Spanish should be recognized as a second official language of the United States in addition to English.

2) Translated government documents should be provided in languages other than English for adults who are learning English so they can function in their communities.

3) Teachers of Spanish should advocate for the learning of languages in addition to English.

4) Mutilingualism and multiculturalism should be valued.

6.5 What are the Attitudes of Teachers of Spanish as a Foreign Language toward the Use of English at Home and at School?

Krashen (1999) examined the 1993 Harris Poll, a national survey of teachers, 97% of whom were not Hispanic. This poll asked teachers if they were in support of bilingual education and their responses appeared to be non-supportive because 64% felt that content subjects should be taught in English, while 34% felt that they should be taught in the native language of the child. The question asked was:

> Do you think that government policy should promote bilingual education programs that teach English and teach other substantive subjects in a child's native language, or should policy mandate that substantive subjects be taught in English?

Krashen (1999) felt that this question was interpreted by teachers as all subject areas to be taught in the native language of students. Teachers of Spanish as a foreign language were asked if English should take precedence over learning subject matter. Native language instruction was not mentioned in the LATS scale question. Findings are below.

6.5.1 Findings

Thirty-one percent (31%) of teachers agreed or strongly agreed that learning English should take precedence over subject matter by non or limited English proficient students while 42% of teachers felt that LEP students need to learn English and subject matter concurrently at school. Findings from the group interview suggested that teachers prefer LEP students learning English as they also learn subject matter in English so they can acquire the academic skills required in schools to be promoted to the next grade level.

One of the participants provided her personal experience as an example of the need to learn English and content matter. Although she was enrolled in other courses as a new immigrant in high school, the focus was to learn English, therefore she feels that a lot of gaps were left in her knowledge of biology and math courses with which she had to struggle when she enrolled in college. Another participant in the group did not agree because she felt that high school only teaches how to learn and not subject matter. She discussed it as follows:

> I think that English should be the main focus for all students before it's science, before math. Before anything because if you can function in your language, any language, you can educate yourself, you don't even need a teacher.

This response supported the 31% of teachers who felt that English should be the focus. This teacher's response made me wonder why she was in the classroom teaching Spanish as a subject. The 42% of teachers who responded that English and subject matter are important was supported by the participant who felt that support in learning subject matter and English are important for future academic success.

Through the LATS scale teachers were asked if they felt that parents of non or limited English proficient students should be counseled to speak English with their children, 43% of teachers disagreed or strongly disagreed and 47% of teachers agreed or strongly agreed with the statement. This division in responses was illuminated with information provided by the group interview which did not support the scale's findings. All participants felt that parents of non or LEP students should speak their native language at home instead of English.

For example, one of the teachers said that she wants her son to have her culture and language and at her home only Spanish is spoken, she said, "I will never speak English to him." Similarly, another participant said that when children were growing up the only language spoken at home was Spanish. She read children's books in Spanish, taught them Spanish songs and when they reached high school level, they enrolled in Spanish as a foreign language courses. A third participant agreed with all others and explained that she made a rule at home that only Spanish would be spoken.

A fourth participant stated that parents should speak their native language at home and they should teach their children about themselves and their families, who they are because that is their life. Participants felt that the only connection some parents have with

the outside world is the children because some of these parents speak little English. A Special *Newsweek* magazine poll of Hispanics reported that 83% said that being Hispanic was important to their identity (Larmer, 1999). Teachers suggested that every effort should be made by parents to keep home communication in the native language because passing on the language and culture is the common bond of families which help children understand who they are.

In addition, the research of Wong- Fillmore (1991) supported this finding when the results of her surveys and interviews with language minority families indicated that a group of Hispanic parents felt hindered when they were unable to communicate with their children. These children lost their ability to speak the parents' native language when they learned English at school. Wong-Fillmore (1991) pointed out that a breakdown in family communication can lead to alienation of children from their parents and she reported that these children became ashamed of the Spanish language.

Using the LATS scale teachers were asked if the rapid learning of English should be a priority for non or limited English proficient students even if it means they lose their ability to speak their native language. Of teachers who responded, 64% disagreed or strongly disagreed with the statement and 23% agreed or strongly agreed.

Information from the group interview supported the scale's finding since all participants indicated that the native language should not be lost because of the acquisition of English. One of the participants explained that students don't have to lose their mother tongue but if the communication in the mother's language stops, it does not continue to develop. She provided an example of high school age Hispanic students in her classes who

have a Spanish proficiency level of a 5, 6, 7, or 8 year old child. Another participant said that as much as she feels that school children should be taught English, they should not be denied the opportunity of having what they can at home such as to learn another language and culture. The survey supported the scale and the group interview findings because when teachers were asked if teaching Spanish to Hispanic students would preserve their family heritage, 95% of teachers agreed or strongly agreed with that statement.

In the LATS scale teachers were also asked if having a limited English proficient student in their classroom was detrimental to the learning of other students. Of teachers 81% strongly disagreed or disagreed and 64% of teachers felt that LEP students are motivated to learn English. Finally, 52% of teachers responded to the LATS scale suggesting that regular classroom teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minority students and their families.

Byrnes and Kiger (1994) found that the language attitudes of regular classroom teachers toward LEP children were related to teacher expectations of student performance. Their attitudes could either facilitate or be an obstacle to LEP students learning English.

6.5.2 Conclusions

LEP students require learning English and subject matter simultaneously at school so these students can succeed academically and be prepared for advanced studies. These students should not lose their native language when learning English, therefore parents should be counseled to speak their native language at home to maintain a connection with their children to keep the lines of communication open and to preserve their family heritage.

The United States needs to provide additional funding for the education of language minority students and recognize them as contributing members of the society and recognize their families' languages and culture as national resources.

On-going professional development should be offered to regular classroom teachers as well as opportunities for reflection regarding how to meet the needs of linguistic minority students. Teachers sharing ideas with teachers in a collegial manner would benefit them and their students.

6.5.3 Recommendations

1) Plan in-services for teachers on how to meet the needs of language minority students, LEP in particular, so they can be well prepared to teach them.

2) Identify financial resources to support the cost of programs for language minority students and their families.

3) Recognize the language and culture of language minority students as national resources and assist them in developing their linguistic competencies.

6.6 Overall Conclusions

This study has made major contributions to the body of knowledge of heritage language education in urban schools. Quantitative findings indicated that teachers tended to have positive attitudes toward teaching Spanish to Hispanic students. However, qualitative findings indicated that teachers, principals, and guidance counselors identified several barriers to the implementation of Spanish as a heritage language programs.

In spite of these barriers, it is possible to implement Spanish as a heritage language programs if schools would have more flexible scheduling options, if they would seek an

appropriate language assessments to determine the Spanish proficiency level of Hispanic students, if they would identify appropriate curricular materials, if they would identify teachers who are trained on how to teach heritage languages, and if principals and guidance counselors would support the implementation of these programs.

Spanish as an elective course would require that Hispanic students be encouraged to enroll in heritage language courses instead of in other elective courses. One option for implementation would be to select the school with the largest number of Hispanic students as a center school where Hispanic students from other schools could attend the course. This will allow to have enough students on a regular basis who could to fill-up classes.

In Louisiana, Hispanic students who would benefit most from heritage language courses are the U.S. born group who teachers identified as Spanish non-literate and semi-literate. Hispanic students who could not participate in heritage language courses could be accommodated in Spanish as a foreign language classes using the appropriate materials, and teachers who are flexible, and who have received professional development on accommodating Hispanic students of the three groups, non-literate, semi-literate, and literate.

It is very important for schools staff to consider the creation and implementation of heritage language courses because of the dramatic impact they can offer to Hispanic students by developing their linguistic competencies and academic achievement without detrimental effects to their learning of English. At the same time, they would provide valuable contributions to their communities with bilingual, biliterate individuals who can compete successfully in global markets (Krashen, 1999).

Garcia (1991) reminds us that when teachers have positive attitudes and high expectations for students, they ensure a school climate that is conducive to positive social interactions, students helping students, teachers helping teachers, a supportive administration, and a supportive parent community. The support of parents can be achieved if their home language and culture are recognized and respected by the larger society. This is because they have a tremendous impact on their children's sense of belonging and identity. To develop the native language of children contributes to family ties, support, and communication.

National debates about native language instruction are generally not a language issue but a social and political issue. For example, the socio-political climate of a community tends to dictate the direction languages take. Fishman (1972) referred to language behavior as one that depends on the social reality of a community which helps reinforce it or change it according to the values and beliefs of its people. Similarly, Jakobovits (1970) felt that the attitudes of people and governments toward languages pertain to the larger socio-cultural context based on the attitudes that prevail within the community.

I encourage schools and school districts to provide more chances for success to Hispanic children. One way to do this is to follow the philosophy of the National Standards for Foreign Language Learning (1996) which states that "Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language."

6.7 Recommendations for Future Research

1) Would Hispanic students feel alienated from their peers if they are placed separate from other students to receive heritage language instruction?.

2) What are the attitudes of Hispanic students toward their potential participation in Spanish as a heritage language courses?.

3) What are the attitudes of Hispanic parents about their children's participation in Spanish as a heritage language programs?

4) What would be included in Spanish as a heritage language curricula for non-literate, semi-literate, and literate Hispanic students?

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APPENDIX A

LETTERS OF PERMISSION AND FOLLOW-UPS

District's Permission Form for Research Project

Permission is given for Rossana R. Boyd to conduct a survey for high school teachers of Spanish as a foreign language in _____ Parish school district. The purpose of this research project is to fulfill her dissertation requirements. All teacher responses will be confidential and the information will not be identified as to any specific school or district. Three school districts across the state of Louisiana will participate in this research effort. The researcher, Rossana R. Boyd, will be the only one with access to individual surveys which will be anonymous at the teacher level. Participation in this research is completely voluntary.

School District_____

Supervisor's Signature_____

Date:_____

This survey will be administered in January, 1998.

If you have any questions, please call Rossana R. Boyd at (504) 542-9302.

Please mail to: **Rossana R. Boyd**
1700 South Elm Street
Hammond, Louisiana 70403

Dear (Foreign Languages District Coordinator):

I would like to request your assistance in obtaining permission from the _____school district for a research project with the Louisiana State University which is part of my dissertation. The participation of teachers with this research effort is entirely voluntary.

This research study is concerned with Spanish teacher attitudes toward the teaching of Spanish to Hispanic students. To conduct this study, Spanish teachers at each high school will be asked to complete two surveys. The two surveys are the Language Attitudes of Teachers Scale (LATS) and the Attitudes of Teachers of Spanish as a Foreign Language Survey, both are attached. The surveys will be mailed in January of 1999 and should take teachers less than 30 minutes to complete them. The results of this research will be beneficial in furthering our knowledge about teaching Spanish to Hispanic students.

All districts, schools, and teachers will remain confidential. No one but the researcher will know which schools and districts make up the study or how individual teachers respond.

If your school district agrees, please mail the permission form in the self-addresses, stamped envelop that has been enclosed for your convenience. If you have any questions, please call me at 504-542-9302.

I truly appreciate your assistance in this research effort.

Sincerely,

Rossana Boyd

January 29, 1999

Dear Teacher of Spanish as a Foreign Language:

My name is Rossana Boyd and I am a doctoral candidate at Louisiana State University and currently I am in the process of completing my research for dissertation. Your school district has granted me permission to contact you to request your assistance in completing a survey and a scale for my research project.

This research study is about the attitudes of teachers of Spanish as a foreign language toward the teaching of Spanish to Hispanic students. To conduct this study, Spanish teachers at each high school in your school district are being invited to complete the *Attitudes of Teachers of Spanish Survey* and the *Language Attitudes of Teachers Scale* (enclosed). These instruments take less than 30 minutes to complete, no names are required and your participation is voluntary.

If you would like to participate in this research effort, please fill out both instruments and mail them to me by February 15, 1999 in the self-addressed, stamped envelope that has been included for your convenience.

As a follow-up to the survey and the scale results, I will be conducting a group interview. If you would like to participate in the interview, please fill out the information on the attached form and mail it to me with the survey and the scale. The interview will take place in March and I will contact you later with the exact date.

I truly appreciate your assistance in this research effort. If you have any questions you may call me at (504) 542-9302.

Sincerely,

Rossana Boyd

✂----------

Yes, I would like to participate in the group interview.

Name: _____ School: _____

Address: _____

Work phone: _____ Home phone: _____

Rossana R. Boyd
1700 South Elm Street
Hammond, LA 70403
Tel/Fax 504-542-9302

February 16, 1999

REMINDER

Dear Spanish Teacher:

This is just a reminder to request your assistance in filling out and mailing back the Attitudes o Teachers of Spanish as a Foreign Language Survey and the Language Attitudes of Teachers Scale that I sent to you in January. The deadline was February 15, 1999. I had enclosed a self-addressed, stamped envelope for your convenience. If you already mailed the scale and the survey, I thank you and please disregard this letter.

I am still in the process of gathering data for my research project. If you have not filled out and mailed them back, I encourage you to do so because your beliefs will be a valuable contribution to the project and to our knowledge.

I would truly appreciate your assistance in this research effort. If you would like additional copies of the survey and the scale, please contact me at Tel/Fax 504-542-9302.

Sincerely,

Rossana Boyd

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
Department of Curriculum and Instruction

March 20, 1999

Dear Colleague:

On behalf of Rossana Boyd and myself, I would like to express sincere gratitude to all who have completed and returned the two instruments sent to you during the past several weeks. Both instruments (Attitudes of Teachers of Spanish as a Foreign Language Survey and the Language Attitudes of Teachers Scale) are part of an important study dealing with the study of heritage languages.

For a variety of very good reasons, some of you have yet to return the forms. I understand that you may have been very busy, but I want you to know that your opinions represent a valuable contribution to this research project due to your extensive experience and expertise in the teaching of Spanish as a foreign language.

This research project is seeking a very high rate of return. I would urge you to please take a few minutes of your busy schedule to fill out and mail back the enclosed
survey and scale in the stamped, self-addressed envelope by April 2, 1999.

I sincerely appreciate your cooperation and thank your for your contribution to this research effort.

Sincerely,

Robert Lafayette, Ph. D., Chair
Department of Curriculum and Instruction

Rossana R. Boyd
Doctoral Candidate

223 Peabody Hall • Baton Rouge • Louisiana • 70803-4728 • 504-388-6867 • FAX 504-314-7015

Rossana R. Boyd
1700 South Elm Street
Hammond, LA 70403
Tel/Fax 504-542-9302

I would like to express my sincere gratitude for agreeing to participate in the group interview for the heritage language research study with the Louisiana State University. Specifically, interview questions and discussions will focus on your opinions toward the teaching of Spanish to Hispanic students. Your opinions will represent a valuable contribution to this research study due to your experience and expertise in the teaching of Spanish as a foreign language.

The group interview is scheduled for Thursday, April 15, 1999 from 4:00 p.m. to 5:00 p.m. in room 101 of the UNO Jefferson Center, 3330 North Causeway Boulevard, in Metairie (see map enclosed). Information collected during the group interview will be combined in the results section of the study. No one person will be identified by name or school and confidentiality is assured.

Thank you in advance for the time that you will dedicate to the interview. I look forward to meeting you on April 15th. If you have any questions, please contact me at Tel. 504-542-9302.

Sincerely,

Rossana Boyd

RELEASE

Rossana Boyd, doctoral candidate at Louisiana State University would like your permission to use the information you provide in her study regarding the attitudes of teachers of Spanish as a foreign language toward the teaching of Spanish to Hispanic students in urban schools. Please read and complete the following release form.

I, _____ do hereby give my permission to Rossana Boyd to the tape recording of information given by me during this group/individual interview for inclusion in her doctoral dissertation with Louisiana State University. The study has been discussed with me and all my questions have been answered. I understand that my privacy and confidentiality will be protected and my identity will not be revealed.

_____ _____

Signature of Interviewee **Date**

_____ _____

Signature of Interviewer **Date**

APPENDIX B

ATTITUDES OF TEACHERS OF SPANISH AS A FOREIGN LANGUAGE PILOT SURVEY, FINAL SURVEY, AND LANGUAGE ATTITUDES OF TEACHERS SCALE

ATTITUDES OF TEACHERS OF SPANISH AS A FOREIGN LANGUAGE
PILOT SURVEY

Statements in this pilot survey are related to your attitudes about the teaching of Spanish as a heritage language to Hispanic Spanish-speaking students. Although you might not have any of these students in your classes at present, we are only interested in your opinion.

Spanish as a Heritage Language Program is defined as one designed for high school Hispanic, Spanish-speaking students to develop or advance their literacy and communicative skills in Spanish and to enhance their knowledge of the historical, geographical, social, and literary richness of the Spanish culture.

For Part I of this survey, please place a check mark next to the answer of your choice.

Part I. Demographics

1. Your gender: ___F ___M

2. Your ethnicity: ___American Indian or Alaska Native ___Asian

___Black (non-Hispanic) ___Hispanic ___White (non-Hispanic)

3. Spanish as a foreign language level(s) you presently teach. (Check as many as apply)

___Spanish I ___Spanish II ___Spanish III ___Spanish IV

___ Spanish V ___ Spanish Advanced Placement Other (list):_____

4. Your self-rated Spanish language proficiency level:

____Novice ___Intermediate ___Advanced ___Superior

___Native ___ Other (describe): _____

For Parts II and III, please circle the letter which most closely corresponds with your attitudes about each of the following statements. The responses range from strongly disagree (SD), disagree (D), agree (A), to strongly agree (SA).

Part II. Attitudes toward the Spanish Language in Louisiana

This part is to know how you feel about the Spanish language in this state.

5. Spanish should be taught to most students in this state.	SD	D	A	SA
6. The Spanish language plays an important role in this state.	SD	D	A	SA
7. Local communities need to preserve the Spanish language.	SD	D	A	SA
8. Spanish is a language worth learning.	SD	D	A	SA

Comments:_____

Part III. <u>Teachers of Spanish attitudes toward the implementation of Spanish as a heritage language programs for Spanish-speaking Hispanic students.</u>

This part is to know how you feel about the possibility of teaching Spanish as a heritage language to Hispanic students.

9. Teaching Spanish to Hispanic students contributes to their academic achievement.	SD	D	A	SA
10. Hispanic students should enroll in English classes as well as Spanish as a foreign language classes.	SD	D	A	SA
11. Teaching Spanish to Hispanic students will enhance their language skills.	SD	D	A	SA
12. Teaching Spanish to Hispanic students will preserve their family heritage.	SD	D	A	SA
13. Spanish teachers are pedagogically prepared to teach Spanish as a heritage language to Hispanic students.	SD	D	A	SA
14. Spanish teachers recognize the dialectical variations of the Spanish language.	SD	D	A	SA
15. Most Spanish teachers would be willing to teach Spanish as a heritage language in this area.	SD	D	A	SA
16. The Spanish high school curriculum in this area could be designed to teach Spanish to Hispanic students.	SD	D	A	SA

17. Spanish as a heritage language should be taught separately from Spanish as a foreign language.	SD	D	A	SA
18. Spanish teachers feel self-conscious about their Spanish proficiency level if they had Hispanic students in their classes.	SD	D	A	SA
19. The Spanish of Hispanic students is usually better than that of Spanish teachers.	SD	D	A	SA
20. Universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses.	SD	D	A	SA

Comments: _____

_____

Thank you for completing this pilot survey.

Please mail it to Rossana Boyd in the enclosed self-addressed and stamped envelope.

ATTITUDES OF TEACHERS OF SPANISH AS A FOREIGN LANGUAGE SURVEY

Statements in this survey are related to your attitudes about the teaching of Spanish as a heritage language to Hispanic Spanish-speaking students. Although you might not have any of these students in your classes at present, we are only interested in your opinion.

Spanish as a Heritage Language Program is defined as one designed for high school Hispanic, Spanish-speaking students to develop or advance their literacy and communicative skills in Spanish and to enhance their knowledge of the historical, geographical, social, and literary richness of the Spanish culture.

For Part I of this survey, please place a check mark next to the answer of your choice.

Part I. Demographics

1. Your gender: ___F ___M

2. Your ethnicity: ___American Indian or Alaska Native ___Asian

___Black (non-Hispanic) ___Hispanic ___White (non-Hispanic)

3. Spanish as a foreign language level(s) you presently teach. (Check as many as apply)

___Spanish I ___Spanish II ___Spanish III ___Spanish IV

___ Spanish V ___ Spanish Advanced Placement Other (list):_____

4. Your self-rated Spanish language proficiency level:

____Novice ___Intermediate ___Advanced ___Superior

___Native ___ Other (Describe): _____

For Parts II and III, please circle the letter which most closely corresponds with your attitudes about each of the following statements. The responses range from strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA).

Part II. Attitudes toward the Spanish Language in Louisiana

This part is to know how you feel about the Spanish language in this state.

5. Spanish should be taught to most students in this state.	SD	D	A	SA
6. The Spanish language plays an important role in this state.	SD	D	A	SA
7. Local communities need to preserve the Spanish language.	SD	D	A	SA
8. Spanish is a language worth learning.	SD	D	A	SA

Part III. <u>Teachers of Spanish attitudes toward the implementation of Spanish as a heritage language programs for Spanish-speaking Hispanic students.</u>

This part is to know how you feel about the possibility of teaching Spanish as a heritage language to Hispanic students.

9. Teaching Spanish to Hispanic students contributes to their academic achievement.	SD	D	A	SA
10. Hispanic students should enroll in English classes as well as Spanish as a foreign language classes.	SD	D	A	SA
11. Teaching Spanish to Hispanic students will enhance their language skills.	SD	D	A	SA
12. Teaching Spanish to Hispanic students will preserve their family heritage.	SD	D	A	SA
13. Spanish teachers are prepared pedagogically to teach Spanish as a heritage language to Hispanic students.	SD	D	A	SA
14. Spanish teachers recognize the dialectical variations of the Spanish language.	SD	D	A	SA
15. Most Spanish teachers would be willing to teach Spanish as a heritage language in this area.	SD	D	A	SA
16. The Spanish high school curriculum in this area could be designed to teach Spanish to Hispanic students.	SD	D	A	SA
17. Spanish as a heritage language should be taught separately from Spanish as a foreign language.	SD	D	A	SA

18. Spanish teachers feel self-conscious about their Spanish proficiency level if they had Hispanic students in their classes.	SD	D	A	SA
19. The Spanish of Hispanic students is usually better than that of Spanish teachers.	SD	D	A	SA
20. Universities should include methodologies for teaching Spanish as a heritage language to Hispanic students in their Spanish teacher preparation courses.	SD	D	A	SA

Thank you for completing this survey.

Please mail this survey in the enclosed
self-addressed and stamped envelope along with the LATS scale.

LANGUAGE ATTITUDES OF TEACHERS SCALE (LATS)

The following statements examine your attitudes about linguistic diversity among your students. The responses range from strongly disagree to strongly agree ("uncertain" should only be used when you have no viewpoint about a statement).

Please circle the letters which most closely correspond with your attitudes about each statement. **(SD) Strongly Disagree; (D) Disagree; (U) Uncertain; (A) Agree; (SA) Strongly Agree.**

Part I. Attitudes toward the English Language.
The following statements are to know how you feel about the English language.

1. To be considered American, one should speak English.	SD	D	U	A	SA
2. English should be the official language of the United States.	SD	D	U	A	SA
3. I would support the government spending additional money to provide better programs for linguistic-minority students in public schools.	SD	D	U	A	SA
4. Local and state governments should require that all government business (including voting) be conducted only in English.	SD	D	U	A	SA
5. It is important that people in the US learn a language in addition to English.	SD	D	U	A	SA

PART II. The use of English in the home and at school.
The following section is to learn how you feel about the use of English in the home and at school.

6. Parents of non or limited English proficient students should be counseled to speak English with their children whenever possible.	SD	D	U	A	SA
7. The rapid learning of English should be a priority for non-English proficient or limited English proficient students even if it means they lose their ability to speak their native language.	SD	D	U	A	SA

8. Having a non or limited English proficient student in the classroom is detrimental to the learning of other students.	SD	D	U	A	SA
9. It is unreasonable to expect a regular classroom teacher to teach a child who does not speak English.	SD	D	U	A	SA
10. Regular classroom teachers should be required to receive pre-service or in-service training to be prepared to meet the needs of linguistic minorities.	SD	D	U	A	SA
11. At school, the learning of the English language by non or limited English proficient students should take precedence over learning subject matter.	SD	D	U	A	SA
12. Most non and limited English proficient students are not motivated to learn English.	SD	D	U	A	SA
13. Most non and limited English proficient students often use unjustified claims of discrimination as an excuse for not doing well in school.	SD	D	U	A	SA

Thank you for completing this scale.

Please return it along with the *Attitudes of Teachers of Spanish as a Foreign Language Survey* in the enclosed self-addressed and stamped envelope.

APPENDIX C
QUESTION GUIDE FOR GROUP INTERVIEW AND INDIVIDUAL INTERVIEWS

Question Guide for Group Interview
April 15, 1999

1. According to scale results, 55% of teachers feel that English should be he official language of the U. S., while 33% feel that it should not be. Why do you think more than half of teachers feel that English should be the official language and some of you don't feel that way?

2. According to scale results, 77% of teachers feel that government business should be conducted only in English (including voting). Why do you thin most of you feel that way?

3. The results of the scale tell us that 47% of teachers agree that parents of limited English proficient students should speak English to their children but, 44% of you disagree. What are some of the reasons teachers agree while others disagree?

4. From the scale results, 66% of teachers feel that the rapid learning of English in school should be the priority for LEP students even if they lose their first language. As Spanish teacher, how do you feel about this statement?. What are some of the drawbacks for students if they lose their first language?

5. Thirty three percent (33%) of teachers agree that at school the learning of English should be more important for limited English proficient students than learning subject matter, but 425 of teachers don't think so and 245 of teachers did not respond or were not sure. Why do you feel that 42% of teachers think that learning subject matter should be more important for LEP students?

6. Based on survey results, 71% of teachers agreed that they are willing to teach Spanish as a heritage language, yet, 73% of teacher feel that Spanish as a heritage language should be taught separately from Spanish as a foreign language. Why do you feel they should be taught separately?

7. Results from the survey indicated that 87% of teachers feel that the Spanish as a foreign language curriculum could be designed to teach Spanish as a heritage language to Hispanic students. How can this be done?. What changes or additions do you suggest for the present curriculum?

8. Although 71% of you indicated in the survey that you were willing to teach Spanish as a heritage language, 44% of you feel that you are not prepared to reach Spanish to Hispanic students and 89% of teachers feel that universities should include methodology for teaching Spanish as a heritage language in courses for the preparation of teachers of Spanish as a foreign language. What aspects should be the focus of pre-service and in-service training so that teachers can become prepared to teach Spanish as a heritage language to Hispanic students?

Guide for Individual Interviews with Principals

Question 1

Your school is unique in that it is one of few high schools in the state with large numbers of Hispanic Spanish speaking students.

How many Hispanic Spanish speaking students do you have this year?. Of those how many are literate in their native language?.How many speak the language but are not literate in their native language?

Question 2

Based on interviews with Spanish as a foreign language teachers, they feel there are two groups of Hispanic Spanish speaking students. One group speaks the Spanish language but they lack Spanish literacy skills in reading and writing. They are the ones who have been born in the US or they have had limited schooling in their native language. Teachers feel that for these Hispanic Spanish speaking students to grow in their native language, they could be placed in two courses of Spanish for Spanish speakers. One course, Spanish I, in which students can be taught in Spanish similar contents of the regular English I curriculum which goals are to develop literacy through readings, essays, compositions and literature. Likewise, the other course, Spanish II, could be offered to the same group to continue developing their Spanish language literacy skills.

How do you feel about the offering of these two courses where Hispanic students can develop their literacy skills in Spanish and still obtain foreign language credits to fulfill graduation requirements?

Question 3

Based on the same interviews with Spanish as a foreign language teachers, they also feel that there is another group of Hispanic Spanish speaking students which consists of recent immigrants who are literate in their native language and to continue to develop their Spanish language skills, they can be placed directly to Spanish III, IV, and/or AP courses where they will be able to learn more challenging Spanish language content. These students can be screened by your Spanish III, IV and AP Spanish teachers to certify that they know the contents of Spanish levels I and II.

How do you feel about placing these type of Hispanic students in Spanish III, IV and/or AP courses so they can continue to develop their literacy skills in Spanish and still obtain credits to fulfill graduation requirements?

Guide for Individual Interviews with Guidance Counselors

Question 1

Your school is unique in that it is one of the few high schools in the state with large numbers of Hispanic Spanish speaking studen's.

How many Hispanic Spanish speaking students do you have this year?. Of those how many are literate in their native language?.How many speak the language but are not literate in their native language?

Question 2

Based on interviews with Spanish as a foreign language teachers, they feel that there are two groups of Hispanic Spanish speaking students. One group speaks the Spanish language but it lacks Spanish literacy skills in reading and writing. They are usually those who have been born in the US or who have had limited schooling in their native language. Teachers feel that for these type of students to grow in their native language, there can be two courses of Spanish for Spanish speakers offered. One course, Spanish I, in which students can be taught in Spanish similar content of the regular English I curriculum which goals are to develop literacy through grammar, vocabulary, readings, essays, compositions, and literature. Likewise, the other course, Spanish II, could be offered to the same group to continue developing their Spanish language literacy skills.

How do you feel about offering these two courses where Hispanic students can develop their literacy skills in Spanish and still obtain the two foreign language credits to fulfill graduation requirements?

Question 3

Based on the same interviews with Spanish as a foreign language teachers, they also feel that the other group of Hispanic Spanish speaking students consists of recent immigrants who are literate in their native language and that for them to benefit from developing their Spanish language skills, these students can be placed in Spanish III, IV, and/or AP courses where they will be able to learn more challenging Spanish language content. These students can be screened and selected by your Spanish III, IV and AP Spanish teachers to certify that they know the contents of Spanish levels I and II and then provide appropriate placement.

How do you feel about scheduling these type of Hispanic students in Spanish III, IV and/or AP courses so they can continue to develop their literacy skills in Spanish and still obtain credits to fulfill graduation requirements?

Guide for Individual Interview with Teachers of Spanish as a Foreign Language

Question 1

What levels do you teach?. Do you have Hispanic students in your class? How many?.

Question 2

Based on interviews with other Spanish as a foreign language teachers, they feel that there are two types of Hispanic Spanish speaking students. One that lacks literacy skills in Spanish such as reading and writing. They suggest the offering of courses or content as Spanish for Spanish speakers to address their particular linguistic needs. They feel that the content of the course should be similar to what is taught in English I but in Spanish.

How do you feel Spanish for Spanish speakers courses can be offered at this school for this type of Hispanic students?

Question 3

For the type of Hispanic students who are already literate in Spanish and who need more challenging content in Spanish than that offered in Spanish levels I and II, teachers feel that they should be placed in Spanish III, IV, and/or AP.

How do you feel about placing Spanish literate students in Spanish III, IV and/or AP?. Do you think teachers would be able to accommodate them in their Spanish III, IV and or AP classes so they can be challenged and not get bored?

Question 4

Your school is unique in that it is one of the few high schools in the state with large numbers of Hispanic Spanish speaking students.

What do you think is needed for teachers of Spanish as a foreign language to become prepared to teach Spanish to the two types of Hispanic students?, for Hispanic students to sign up for the courses and for parents to encourage their children to take the courses?

APPENDIX D

COMPUTER PRINTOUTS OF PILOT SURVEY, FINAL SURVEY, AND SCALE RESULTS

Results of Pilot of Attitudes of Teachers of Spanish as a Foreign Language

Survey Items		Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13
Cases	1	1	2	3	3	3	3	3	3	1
	2	2	3	3	4	3	3	3	3	1
	3	3	3	3	4	3	3	3	3	1
	4	3	3	3	4	2	4	3	3	2
	5	3	3	3	4	3	4	3	3	2
	6	3	3	3	4	3	4	4	4	2
	7	3	3	3	4	3	4	4	4	2
	8	3	3	3	4	3	4	4	4	2
	9	4	4	3	4	4	4	4	4	2
	10	4	4	3	4	4	4	4	4	2
	11	4	4	4	4	4	4	4	4	3
	12	4	4	4	4	4	4	4	4	3
	13	4	4	4	4	4	4	4	4	3
Sum		**41**	**43**	**42**	**51**	**43**	**49**	**47**	**47**	**26**
Mean		**3.153846154**	**3.307692308**	**3.2307692**	**3.923076923**	**3.3077**	**3.769230769**	**3.61538**	**3.61538**	**2**
Variance		**0.74556213**	**0.366863905**	**0.1775148**	**0.071005917**	**0.3669**	**0.177514793**	**0.23669**	**0.23669**	**0.461538462**
SD		**0.863459397**	**0.605692913**	**0.421325**	**0.266469355**	**0.6057**	**0.421325044**	**0.4865**	**0.4865**	**0.67936622**
CoefAlpha		**0.921735024**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**

Items		Item14	Item15	Item16	Item17	Item18	Item19	Item20	SUM
Cases	1	2	2	1	3	1	1	1	33
	2	2	2	1	3	1	1	3	40
	3	2	2	3	3	1	1	3	44
	4	2	2	3	3	2	2	3	48
	5	2	2	3	3	2	2	3	50
	6	3	2	3	4	2	2	3	55
	7	3	3	3	4	2	2	3	57
	8	3	3	3	4	2	2	3	58
	9	3	3	3	4	3	2	3	63
	10	3	3	3	4	3	3	4	66
	11	3	3	4	4	3	3	4	70
	12	3	3	4	4	3	3	4	71
	13	4	3	4	4	4	3	4	74
Sum		35	33	38	47	29	27	41	639
Mean		2.6923077	2.53846	2.92308	3.615384615	2.2307692	2.076923077	3.15385	2.891
Variance		0.3668639	0.24852	0.84024	0.236686391	0.7928994	0.532544379	0.59172	0.058
SD		0.6056929	0.49852	0.91664	0.486504255	0.890449	0.729756383	0.76923	0.227
CoefAlpha		1	1	1	1	1	1	1	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1						Main	Survey		Results						
2															
3	Items		Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17
4															
5	Cases	1	3	3	3	4	3	4	4	4	2	3	2	3	2
6		2	1	1	2	3	2	2	3	3	3	3	3	3	3
7		3	4	4	4	4	4	4	4	4	1	1	2	3	2
8		4	3	3	3	4	2	3	3	3	1	2	3	3	4
9		5	4	3	3	4	3	3	4	4	2	2	3	3	2
10		6	2	1	3	3	3	1	3	2	1	4	3	3	3
11		7	4	4	4	4	4	4	4	4	2	3	4	4	3
12		8	3	3	3	4	3	3	3	3	3	3	3	3	4
13		9	3	4	4	4	4	4	4	4	2	2	2	3	4
14		10	2	4	4	4	4	4	4	3	2	2	4	3	1
15		11	3	3	4	4	4	4	4	4	3	4	4	4	4
16		12	3	3	3	3	4	4	3	3	2	3	3	3	4
17		13	4	4	4	4	4	4	4	4	4	4	4	4	4
18		14	3	3	3	3	3	3	4	3	3	3	3	4	4
19		15	4	4	4	4	4	4	4	3	2	2	3	3	3
20		16	4	4	4	4	4	4	4	4	4	4	4	4	4
21		17	3	3	3	3	3	3	4	2	1	1	1	3	4
22		18	3	3	3	4	3	3	3	3	2	3	3	3	3
23		19	3	4	4	4	4	4	4	4	2	3	2	4	3
24		20	4	4	4	4	4	4	4	4	3	3	3	3	4
25		21	4	4	4	4	2	4	4	3	3	2	3	3	4
26		22	4	4	4	4	4	4	4	4	2	3	2	4	4
27		23	3	4	3	3	3	4	4	3	2	3	3	3	2
28		24	4	4	4	4	4	4	4	4	3	1	4	1	4
29		25	4	4	4	4	4	3	0	4	3	3	4	4	4
30		26	3	3	3	3	4	4	4	4	3	2	3	3	4
31		27	3	3	3	3	4	4	4	4	4	4	4	4	2
32		28	4	4	4	4	4	3	4	4	4	4	4	4	3
33		29	3	4	4	4	4	4	4	4	3	4	3	2	3
34		30	4	3	2	4	2	4	3	3	2	3	2	3	3

	P	Q	R	S
1				
2				
3	Item18	Item19	Item20	SUM
4				
5	3	3	3	1011
6	2	2	3	1001
7	4	2	4	1335
8	3	1	4	1331
9	3	2	3	1015
10	3	3	3	1009
11	2	2	4	1346
12	1	2	3	1017
13	1	3	4	1344
14	3	1	4	1341
15	2	3	3	1030
16	4	3	0	65
17	1	1	4	1352
18	3	2	4	1345
19	4	2	4	1352
20	2	2	4	1357
21	2	1	4	1339
22	2	2	3	1026
23	3	2	3	1034
24	2	3	4	1357
25	4	1	2	714
26	3	3	4	1362
27	2	1	3	1031
28	4	4	4	1362
29	3	1	4	1361
30	2	2	3	1037
31	1	2	2	721
32	1	3	4	1369
33	3	2	3	1045
34	3	3	2	718

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
35	31		2	3	3	3	2	4	2	3	2	3	2	1	1
36	32		3	3	4	4	3	3	3	3	2	2	2	3	2
37	33		4	4	4	4	4	3	4	4	2	2	2	4	3
38	34		3	3	3	4	3	4	4	4	2	2	3	3	2
39	35		3	0	0	4	4	4	4	4	4	4	4	0	3
40	36		4	4	4	4	3	3	3	4	3	4	3	3	2
41	37		4	2	3	4	4	4	4	3	2	2	2	4	4
42	38		3	3	3	3	3	3	3	3	2	2	3	2	2
43	39		4	4	4	4	4	4	4	4	2	3	3	2	3
44	40		3	3	3	3	3	3	3	3	3	3	3	3	2
45	41		4	4	4	4	4	4	4	4	3	3	2	4	3
46	42		3	3	3	3	3	3	3	3	2	2	2	3	3
47	43		4	4	4	4	4	4	4	4	2	3	3	3	3
48	44		2	4	4	4	4	4	4	4	4	4	4	4	4
49	45		4	4	4	4	4	4	4	4	4	4	4	4	4
50	46		3	3	2	4	4	4	4	4	2	3	3	2	4
51	47		4	4	4	4	4	4	4	4	4	4	3	2	4
52	48		3	3	3	4	3	3	3	3	2	3	0	3	4
53															
54	**SUM**		**159**	**160**	**163**	**180**	**167**	**172**	**173**	**170**	**121**	**137**	**139**	**147**	**151**
55															
56	**Mean**		**3.313**	**3.333**	**3.396**	**3.75**	**3.4792**	**3.5833**	**3.6042**	**3.5417**	**2.5208**	**2.8542**	**2.89583**	**3.0625**	**3.1458**
57															
58	**Variance**		**0.507**	**0.764**	**0.614**	**0.1875**	**0.4579**	**0.4097**	**0.5308**	**0.3316**	**0.7496**	**0.7496**	**0.75998**	**0.76693**	**0.7912**
59															
60	**SD**		**0.712**	**0.874**	**0.784**	**0.43301**	**0.6767**	**0.6401**	**0.7286**	**0.5758**	**0.8658**	**0.8658**	**0.87177**	**0.87574**	**0.8895**
61															
62	**CoefAlpha**		**0.926**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**

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	P	Q	R	S
35	2	2	2	710
36	2	2	3	1037
37	3	3	3	1051
38	1	2	3	1042
39	2	1	3	1041
40	4	3	4	1374
41	3	1	4	1368
42	2	2	3	1044
43	1	2	4	1371
44	3	2	3	1048
45	3	1	4	1377
46	3	2	4	1364
47	2	2	4	1374
48	3	3	4	1381
49	4	2	4	1383
50	1	3	4	1372
51	4	3	4	1385
52	1	2	3	1051
53				
54	120	102	162	55500
55				
56	2.5	2.125	3.375	3.155
57				
58	0.9583333	0.567708	0.65104	0.038
59				
60	0.978945	0.753464	0.80687	0.135
61				
62	1	1	1	

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LATS Scale Results

Scale Items	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13
Cases 1	3	1	4	2	4	4	4	2	4	4	3	2	3
2	5	5	1	4	3	4	5	1	3	2	5	4	5
3	1	1	5	1	5	1	1	1	1	5	1	1	1
4	2	5	4	2	4	2	1	2	0	0	0	0	0
5	4	4	4	3	5	2	3	2	3	0	0	0	0
6	1	1	4	2	4	2	2	2	3	4	2	2	3
7	5	5	4	5	5	3	5	1	0	0	0	0	0
8	4	4	4	1	4	4	2	2	0	0	0	0	0
9	2	5	4	2	5	1	1	1	2	2	2	2	2
10	4	4	4	2	5	5	2	0	4	5	2	3	3
11	4	5	5	3	5	1	1	1	4	5	2	2	2
12	4	5	3	5	5	4	5	3	4	3	2	5	4
13	5	5	5	5	5	1	1	5	1	5	5	1	5
14	1	4	5	2	5	2	1	2	2	5	2	2	2
15	2	2	4	2	5	1	4	1	2	3	5	2	2
16	5	1	3	1	5	1	2	3	4	2	3	1	2
17	3	4	4	3	5	1	2	1	0	0	0	0	0
18	4	4	4	4	4	4	3	2	2	4	3	2	3
19	2	4	4	2	5	2	1	2	4	3	2	2	3
20	4	4	4	4	5	4	2	3	4	4	5	2	2
21	4	5	1	5	5	1	5	5	5	3	5	3	5
22	4	4	3	3	5	3	1	3	4	5	4	2	3
23	5	5	4	3	4	4	2	3	4	3	4	4	3
24	5	5	5	1	5	1	2	1	1	5	5	1	3
25	5	1	5	1	5	4	3	1	5	5	5	4	1
26	1	2	5	1	5	5	5	1	1	5	1	1	1
27	2	4	3	4	4	3	2	2	2	4	4	2	3
28	1	1	5	1	5	1	1	1	0	0	0	0	0
29	1	5	4	4	5	1	1	1	1	5	4	1	2
30	5	5	3	4	4	4	3	1	3	4	2	2	2
31	4	5	2	5	4	4	3	2	5	2	2	1	1
32	4	4	4	4	3	4	2	2	3	4	3	3	2
33	4	1	5	1	5	1	1	1	4	4	4	1	1
34	5	5	4	4	5	2	2	1	4	0	2	2	2
35	2	5	4	2	5	5	2	1	2	5	0	1	0
36	2	3	0	2	5	3	2	1	0	0	2	1	1
37	5	0	5	1	3	0	5	1	3	4	4	1	0

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38	5	5	2	3	5	3	3	2	2	2	2	2	2	
39	5	1	5	1	5	1	1	2	2	3	2	2	2	
40	0	5	3	2	3	3	0	2	3	0	2	2	0	
41	0	3	3	3	5	3	2	1	2	4	2	3	3	
42	2	1	3	2	5	3	2	1	3	3	3	2	1	
43	1	2	5	2	5	3	2	1	2	4	0	1	0	
44	0	2	5	2	5	1	2	1	0	4	1	1	1	
45	2	3	5	2	5	4	1	1	3	4	2	3	3	
46	2	5	2	3	5	2	5	1	5	2	2	2	2	
47	3	5	5	5	5	5	5	5	1	1	0	0	0	
48	5	5	5	3	5	5	1	1	5	5	5	3	5	
SUM	**149**	**170**	**184**	**129**	**223**	**128**	**114**	**83**	**122**	**148**	**116**	**84**	**91**	1739
Mean	**3.104**	**3.542**	**3.833**	**2.6875**	**4.6458**	**2.67**	**2.375**	**1.729**	**2.542**	**3.0417**	**2.417**	**1.75**	**1.8958**	2.786859
Variance	**2.677**	**2.623**	**1.431**	**1.7148**	**0.3954**	**2.06**	**2.026**	**1.197**	**2.457**	**3.1649**	**2.743**	**1.3542**	**2.135**	0.5405676
STD	**1.636**	**1.62**	**1.196**	**1.3095**	**0.6288**	**1.43**	**1.423**	**1.094**	**1.567**	**1.779**	**1.656**	**1.1637**	**1.4612**	0.2956624

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VITA

Rossana Ramirez Boyd was born in Tegucigalpa, Honduras, in 1961. She grew up in Honduras and as a teenager she was a foreign exchange student with the American Field Service (AFS) in Anoka County, Minnesota. After she graduated from high school she returned to Honduras where she finished her high school degree with concentration in elementary education. After her graduation she was hired as an English teacher at an all Spanish elementary school. At the same time she attended college to become a school administrator.

She held other jobs teaching English in elementary bilingual-partial immersion schools and to adults. In 1985-1986 she became the principal of an international elementary/middle school in La Ceiba. After graduating from the Universidad Nacional Autonoma de Honduras in 1986, she immigrated to the United States with her husband and son to enroll at Southeastern Louisiana University to earn a masters degree in education. As she went to school she also held a job for a number of years as a teacher of Spanish as foreign language at a local high school.

In 1994 she was hired at the Louisiana Department of Education as National Origin coordinator and later as state Title VII-Bilingual Education Program Manager. Having had contact with Hispanic and English native students, they always sparked her interest in language acquisition and development and her desire to learn more about the language field reason why she enrolled at Louisiana State University to pursue a doctoral degree.

For the past 13 years Rossana Ramirez Boyd has lived in southern Louisiana where she has had the opportunity to explore a new language and culture with her family. Now she is a staff developer on issues related to the education of language minority students.